UP THE STEPS

TO COMPETENCE IN ENGLISH

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INTRODUCTION

THE PURPOSE OF THE BOOK

This book is designed for beginning college writers. Often previous schooling has not provided these writers adequate preparation. This book covers the most basic topics, the ones that college instructors hope all college students know, whether the class is English, psychology, art, or biology. All those instructors would like to assume that college students understand the basics of writing in the English language. With that knowledge, a student could improve his or her writing with a few comments from an instructor and the help of a college English handbook. That is the goal of this book—to give students enough of the basics of writing that they can become independent learners in English. The book is not designed to cover every minute detail of grammar, punctuation, spelling, and composition. That is the work of the complete handbooks.

THE STRUCTURE OF THE BOOK

The study of most subjects begins with the structure of a major element of the topic. To begin the study of anatomy, we study the structure of the skeleton. To begin the study of the physical sciences, we study the structure of the atom. To begin the study of almost anything, we begin with the basic structures that give that subject its particular characteristics.

The same is true of English. To begin the study of our language, we study the structure of sentences. English sentence structure is not easy to study, nor is it immediately rewarding. Many books and teachers would have us jump immediately into rules of grammar and punctuation, without the preparation of studying sentence structure. As tempting as it is to jump into the rules we need to master, it is often frustrating to do so. The rules of thumb that many of those books offer are usually helpful. Often they will allow us to arrive at the correct grammar or punctuation nine times out of ten. But even such a high rate of success can cause us problems. Failing in only one out of ten times doesn’t seem like all that much of a problem. But consider the fact that as a college student you may be doing better than that with what you already know! If we are doing quite well with what we already know, why do we need any more help?

The answer to that question is all a matter of perspective. We all make mistakes. (If you had a dollar for every typing mistake I made in

writing this book, you'd be rich.) But the two issues that we all have to face are these: Can my mistake affect me or others? How does my rate of mistakes compare with those with whom I am competing? **In other words, is my writing correct often enough to help rather than hinder my career?** Consider the doctor from whom you receive health care. Her mistakes can directly affect you and, indirectly, her career. We know that doctors are not all knowing; they too make mistakes. But knowing that your doctor is more consistently correct than others would give you much more confidence in her diagnosis of your medical problems.

The same is true for you in the work world. If your mistakes in grammar, punctuation, spelling, and sentence structure are seen by your employer or customers, they can have a drastic effect on your career. Again, like everyone else, you know that you are not perfect; you make mistakes. But if your writing is so good that it promotes rather than hinders your career, you have much more confidence than you would otherwise have. So here is the promise that this book holds out to you: If you learn the basic structure of sentences, you will understand the reasons that sentences do or do not work well, and you will prepare yourself to apply the rules for constructing correct and effective sentences. With this basic knowledge, you will give yourself the ability to continue to improve your writing in the future, **even after you have completed your last composition class.**

Here's the reason that this will work. If you know the basics of sentence structure, you will be able to go to a handbook of English and look up the elements of sentence structure that are bothering you. If you do not know basic sentence structure, all the handbooks will seem like Greek to you. It would be much like the situation that many find themselves in when trying to decipher a computer manual: "I know what I want to do! If I just knew what these people call what I'm looking for, I'd be able to look it up." But in many cases we don't know what a particular computer program calls the function we need. Again, once we find the information in the manual, it often makes references to names of other parts of the program which we cannot understand. Just as our attempts at teaching ourselves computer programs are frustrated by our lack of knowledge of their terminology and structure, so our attempts to master our language are hindered by a lack of understanding its terminology and structure.

Though the project may not sound exciting and it may not provide us with the satisfaction of making immediate improvements in our writing, we will begin with basic sentence structure. This book is organized in a way that places topics in four groups:

Part I: Up the Steps deals with basic sentence structure.

Part II: Beyond the Steps deals with grammar and punctuation rules that depend on understanding basic sentence structure.
Part III: Along the Steps deals with grammar and punctuation rules that are relatively independent of basic sentence structure.
Part IV: Paragraph Steps deals with methods of effective composition.

Finishing Part I opens the way to understanding all the rules for correct and effective writing. So that is the place to start. Occasionally there may be time to take in a few of the subjects that are in Part III. But the first focus has to be to finish Part I. The items listed in Part II, those dependent on understanding basic sentences structure, are in order of importance. So, after Part I is completed, they can be taken in the order in which they are presented.

Part IV, the composition section, provides a series of writing assignments organized in a progression from easier assignments to more difficult ones. The earlier assignments are exploratory ones designed to engage you in looking carefully at various subjects. These assignments are designed so that you can do them at the same time that you are studying the early lessons on grammar. The later writing assignments are reports on the topics of the earlier papers--reports that demand all the skills of the earlier assignments and additional skills in composition and grammar. For more information about the content and organization of Part IV, see the introduction to that section just before Chapter 18.

LESSON PREVIEWS

The lessons on grammar and punctuation begin with a Preview exercise. Your instructor may use these exercises as an introduction to the concepts in each lesson. If your instructor does not use them or if you are working through the lesson on your own, you can do the Preview exercise to determine whether you understand the concept before reading the chapter. The answers are included at the beginning of Appendix A in the back of the book. Check the answers to determine how well you understand the concepts in the lesson. If you get nearly 100% correct in a preview exercise, you may be able to skip the lesson or just give it a quick reading. (See the section below on doing exercises for information about scoring the previews.) Otherwise, you should read the lesson carefully and do the exercises that follow it.

DOING THE EXERCISES

The exercises that follow each lesson are designed to help you understand the ideas presented in the preceding text. Doing the exercises with that goal in mind will help you make the most of them. Appendix B provides the answers for most of the exercises in the book's first three sections. The book supplies answers so that you can more easily check your progress through the ideas in the text, and each exercise provides a "My Score" blank to record your progress. Checking your work and recording your scores as you go will help you become more independent of your instructors and more confident of your understanding of the language. With the answers, Appendix B provides scoring information for each chapter, lesson, or exercise. In figuring your score, each portion of an answer (for example, a subject or a prepositional phrase) that is incorrectly marked or not marked when it should be is counted as one wrong answer. For each of those wrong answers, subtract the number of points indicated from 100 percent. (It is easiest for most students to count the number of mistakes, multiply by the points for each mistake, and then subtract that number from 100.) But before you go to work on the exercises, watch out for some of the mistakes that can sabotage the effectiveness of your efforts. Here is the way in which you should do the exercises:

THE TO-DO LIST

1. Do one whole exercise (usually 10 sentences).
2. Then check the answers in the back of the book.
3. Mark any incorrect answers.
4. Figure and record your score for each exercise.
5. Check the text in the preceding text for the reasons your answers are incorrect.
6. If you still do not understand an answer in the back of the book, make a special mark on the question so that you can ask the instructor for help the next class period.

It is important to follow these directions in order to make the most of your time. Other ways of doing the exercises can make you waste your time. If you work through all the exercises in a section before you correct the answers, you do not allow yourself to learn from your mistakes. Analyzing our mistakes and the reasons for them is one of the most powerful methods of improving our performance on any task. On the other hand, if you work one question at a time and then check the answer, you can create different problems. When you answer only one question, you often feel that one answer is insignificant and that it doesn’t really matter whether you miss it. Thus you can lack commitment to your performance. Also, in the process of correcting one answer, some students have a hard time not seeing the answer to

the next question. Finally, working ahead of the rest of your class can be a problem unless you are quite confident of your understanding of the concepts. Most students will from time to time need some feedback from an instructor or other students in order to master the concepts. Working too far ahead prevents a student from benefiting from this feedback. If you do want or need to work ahead, you can benefit by answering the questions on a separate paper rather than writing in the text. That way, the exercises are unmarked if you need to work through them a second time to review the material at a later time.

THE NOT-TO-DO LIST

1. Do not do an exercise until you have checked answers for the previous one.
2. Do not check answers after every question.
3. Do not work ahead in the exercises if you do not fully understand the concepts in the text and are consistently getting the correct answers (at least 80 percent for each exercise).

ACKNOWLEDGMENTS

I would like to thank my wife and children for all their help and understanding in the process of writing this book. I also want to thank all my English students who have provided me the opportunity to extend my understanding of our language. Their questions and their papers have been a constant inspiration for me to strive to do a better job of teaching. Finally, I would like to thank Dave Shea, without whose encouragement this book would not have been written.

PART ONE:

GRAMMAR

GOING UP THE STEPS

CHAPTER 1:

PREPOSITIONS

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand the functions of prepositions in sentences***
- ***Identify prepositional phrases***

This chapter covers prepositions. We start with preposition because the patterns they create are easy to recognize and recognizing them helps us to understand basic sentence structure (covered in chapters 2 and 3). Ability to identify prepositional phrases enables us to more easily identify the major elements of sentence structure because none of the major elements will be found in prepositional phrases. Later on, this ability will enable us to determine which verb a sentence should use. For example, it will help us determine whether we should write "The frequency of accidents on our highways *is* . . . ." or "The frequency of accidents on our highways *are* . . . ." (See Chapter 8.) The chart on the next page shows how the prepositions' job fits in with all the other jobs that words perform. But before we get into the more technical aspects of prepositions (in Lesson 3), lessons 1 and 2 will give us a look at a two of the most common jobs prepositions do.

BASIC WORD FUNCTIONS

BASIC SENTENCE PARTS	**NOUNS** name persons, places, and things. They serve as **subjects**, **objects**, and sometimes as **complements**. e.g. *man, tree, part, beauty,* an *American, Seattle* **PRONOUNS** take the places of nouns. e.g., *I, she, which, himself, one, each, somebody, everyone*	**VERBS** show action or being. They also show the time of the action or being. e.g., *jump, jumped, will jump, had jumped, understand, understood, will have understood, have understood* e.g., *is, was, will be, had been, has been being*
	Modify	Modify
MODIFIERS	ADJECTIVES modify nouns and pronouns. They answer questions like these: "What kind?" or "How many?" e.g., *old* car, *American* car e.g., *five* cars, *several* cars	ADVERBS modify verbs, adjectives, and adverbs. They answer questions like these: "When?" "Where?" "How?" "How much?" and "How often?" e.g., run *now*, run *down*, run *quickly*, jump *seven feet*, jump *frequently* e.g., *slightly* rough, *fairly* new, *very* quiet e.g., run *very* quickly, walk *quite* slowly
	o d i f y	
		Modify
		OTHER ADVERBS
CONNECTORS	**PREPOSITIONS** join nouns and pronouns to other words in the sentence. e.g., the beauty *of* the park, jumped *from* the tree, jumped *over* them	

	CONJUNCTIONS join two or more words or groups of words. e.g., the man *and* the woman, bought *or* sold, for her *and* for myself for me ~~*but* not for~~ you, jumped fr~~om the tr~~ee *and* fell to the ground, Tom, Dick, *and* Harry

LESSON 1: "WHERE" PREPOSITIONAL PHRASES

Many prepositional phrases answer the question "Where?"

PREPOSITION PREVIEW 1 My Score: _____%

For the following sentences, put brackets, **[ ]**, around each prepositional phrase.

1. Yesterday we found no quiet place in any room in our house.
2. So we drove across town to the college campus.
3. At the college is a huge library near the science building.
4. From the parking lot we walked to the library at the college.
5. Then we walked up to the librarians' desk by the entrance.
6. A librarian at the desk recommended a quiet place in the corner on the third floor.
7. Near those tables on the third floor were many helpful reference works.
8. Later we walked down the stairs to a computer lab on the second floor.
9. Word processors on computers in the lab also gave us some help.
10. Finally, we printed our notes on the printer in the lab's center.

One very common job prepositions do is to identify places or directions. You could think of several answers if you were asked to answer the following question, "Where do people eat?" If you were not troubled by having to use complete sentences, most answers would take only two or three words. Here are some examples:

at **home**
in a **restaurant**
in the **kitchen**
at a **picnic**
in their **cars**
on a **table**

Looking at these answers, we see a similarity in construction. In each case the *italicized* word that begins the phrase (a word group) is a preposition. All of these prepositions express an idea about a location in relationship to some other thing. In these examples those things are shown in bold type: **home, restaurant, kitchen, picnic, cars,** and **table.** In some of these examples, many of us would accept one-word answers, like *home* or *restaurant.* But for most of the other answers, one word—e.g., *cars* or *table*—would not be very clear. The exact answer could be ***by*** *their cars* instead of ***in*** *their cars* or ***at*** *a table* instead of ***on*** *a table*. We call the naming word after the

preposition the ***object of the preposition***. The ***prepositional phrase*** is the group of words that begins with the preposition (a directional word) and ends with the object (a naming word). It includes all the words between the two. Before we go on, try your hand at the following sentences.

EXERCISES

For the following exercises, put brackets, **[ ]**, around each prepositional phrase.

PREPOSITION EXERCISE 1 My Score: _____%

1. We studied in the library.
2. We worked at large tables.
3. Our bags sat under the table.
4. Under the table sat our bags.
5. There were many other students around us.
6. Around us were many other students.
7. The students studied diligently at their tables.
8. At their tables the students studied diligently.
9. The students at the tables studied diligently.
10. The students bent over their books.

PREPOSITION EXERCISE 2 My Score: _____%

1. We stayed inside the library a long time.
2. A dictionary upon a large stand helped Caitlin.
3. Later she walked up the stairs.
4. She walked through the stacks.
5. On the second floor she found a new book.
6. It had just arrived from the publisher.
7. She took it off the shelf.
8. Then she walked back down the stairs.
9. She sat beside me.
10. Over the book she hovered.

PREPOSITION EXERCISE 3 My Score: _____%

1. Then she delved into the book.
2. I stared out the window.
3. The trees outside the building fascinated me.
4. The trees near the window waved their limbs.

5. Above the lawn the limbs danced merrily.
6. A squirrel dashed along a limb.
7. Behind the tree trunk it disappeared.
8. Suddenly another student walked past me.
9. I quickly glanced toward Caitlin.
10. Then I turned my eyes back to my work.

NOTE: The sentences in the following exercises have more than one prepositional phrase. Some sentences can have several.

PREPOSITION EXERCISE 4 My Score: _____%

1. We walked down the stairs and out the door.
2. We walked to the parking lot by the library.
3. We wandered among the cars in the parking lot.
4. Near the exit we found Caitlin's car behind a large truck.
5. Now in the car we headed toward home.
6. Usually, we travel quickly across the bridge on our way to our neighborhood.
7. But today we waited in traffic by the river.
8. On the bridge some lumber had fallen off a truck.
9. Many people walked around the accident on the bridge.
10. Finally, we drove across the bridge over the river.

PREPOSITION EXERCISE 5 My Score: _____%

1. We drove to a restaurant at the mall.
2. At the restaurant we sat at a table in the front by the door.
3. The music from the speakers in the ceiling was too loud.
4. Later we went out the restaurant doors and back to Caitlin's car.
5. Soon we were on the road again and off to the park by the river.
6. At the park we saw people in the rose garden by the entrance.
7. Along the river a path wandered through the beech trees.
8. Near the rocks by the river bank somebody's dog splashed through the water.
9. In the water between two rocks, the dog found a stick.
10. He brought the stick back to his master at a picnic table on the bank.

LESSON 2: "WHEN" PREPOSITIONAL PHRASES

Prepositional phrases also answer the question "When?"

PREPOSITION PREVIEW 2 My Score: _____%

For the following sentences, put brackets, **[ ]**, around each prepositional phrase.

1. During the last academic year, we had our meetings at 1 o'clock.
2. Since September we had meetings at 8 o'clock in the morning.
3. But the meeting on December 5 was at 11 o'clock.
4. Before the meeting we all chatted for several minutes.
5. At the meeting's start we reviewed the previous meeting's minutes.
6. After the minutes we discussed the workshops between January 10 and March 30.
7. There were some awkward pauses for several seconds during that discussion.
8. During that period some people even took breaks for a few minutes.
9. Toward the discussion's end Caitlin talked for nearly twenty minutes.
10. Before the meeting's end we postponed a decision until the next meeting.

Prepositions also help us express ideas about time. For example, if we changed the wording of our earlier question to "**When** do students in your class study?" we could also answer with prepositional phrases like these:

in the **afternoon**
at **night**
between **classes**
before **school**
during lunch **break**

As we can see in these answers, there is still a preposition at the beginning of the answer and a naming word at the end of it. In some of these cases, it is quite obvious that a single word cannot give as good an answer to "When?" as a full prepositional phrase. "Between classes," "after classes," and "before classes" identify three completely different times. Prepositional phrases that express a time are almost as common as those that express a place or direction.

EXERCISES

For the following exercises, put brackets, **[ ]**, around each prepositional phrase. Remember that some sentences have more than one prepositional phrase.

PREPOSITION EXERCISE 6 My Score: _____%

1. We arrived before eleven o'clock.
2. The others arrived shortly before noon.
3. After lunch we planned many student activities.
4. We worked until dark.
5. We worked till dark.
6. We completed a schedule before dinner time.
7. We scheduled different activities throughout the week.
8. Mike wanted guest lectures at two o'clock on Tuesdays.
9. He also suggested receptions after those lectures until five in the evening.
10. After Mike's suggestion we also discussed guest lectures on Thursdays.

PREPOSITION EXERCISE 7 My Score: _____%

1. After guest lectures we discussed concerts for May.
2. Caitlin liked concerts in the evening on Saturdays.
3. But during the last year the concerts on Saturday evenings attracted only a few people.
4. Marie proposed concerts in the afternoon on Fridays.
5. For several minutes we discussed concerts on Fridays or on Saturdays.
6. During the debate feelings got hot for several minutes.
7. Near the debate's end Caitlin calmed everyone till the issue's resolution.
8. Finally we chose concerts on Fridays between two and four in the afternoon.
9. Since the beginning we had taken hardly any breaks.
10. So before dinner time we all took a break for twenty minutes.

LESSON 3: OTHER JOBS OF PREPOSITIONS

In addition to expressing place and time, prepositions have many other jobs. But despite their usefulness, they will not contain any basic sentence parts: subject, verb, direct object, indirect object, or subject complement.

PREPOSITION PREVIEW 3 My Score: _____%

For the following sentences, put brackets, **[ ],** around each prepositional phrase.

1. The local college has a financial aid office in the administration building.
2. The office's services include advice for financial aid applicants.
3. One of the office's services is advice for financial aid applicants.
4. The office provides each applicant advice about application forms.
5. The office advises each of the financial aid applicants.
6. At the beginning of each quarter, one of the office's staff gives a group of students a talk about financial aid requirements.
7. Most of the students appreciated the presentations.
8. But a few of the students disliked some of the information at the January presentation.
9. Some of that information appeared outdated to those students.
10. At the end of the presentation, they asked about the next presentation at the beginning of February.

At this point it will be useful to explain more about the general patterns of preposition use. First, ***prepositions*** are words that connect two other words in a sentence.

They asked a <u>man</u> *on* the <u>street</u>.
We <u>walked</u> *into* the <u>library</u>.

In these sentences the prepositions *on* and *into* connect the underlined words: *man* and *street*, *walked* and *library*. The preposition introduces the naming word that follows it. This naming word is called ***the object of the preposition***. The object is always a ***noun*** (the name of a person, place, or thing) or a ***pronoun*** (a word that takes the place of a noun).

EXAMPLE	EXPLANATION
I saw him *with* Caitlin.	*With* introduces the object *Caitlin*, a person.
He worked *in* Seattle.	*In* introduces the object *Seattle*, a place.
We walked *through* the door.	*Through* introduces the object *door*, a thing.
She introduced you *to* me.	*To* introduces the object *me*, a pronoun.

As mentioned in Lesson 1, the ***prepositional phrase*** is the group of words that begins with the preposition and ends with the object. The whole phrase is used to describe or modify another word in the sentence.

EXAMPLE	EXPLANATION
They asked a man <u>*on* the street</u>.	The phrase "on the street" describes the *man*; in this case, it tells what kind of man.
We walked <u>*into* the library</u>.	The phrase "into the library" describes the *walked*; in this case it tells where the walking occurred.

Some of the words we use as prepositions have other jobs too. But only when they have objects can they rightly be called prepositions.

EXAMPLE	EXPLANATION
We stood *outside* the library.	Because of the object *library*, *outside* is preposition.
We stood outside.	Without an object, *outside* is not a preposition.

Most prepositions have meanings that deal with place or time. Time can be expressed by many of the place-indicating prepositions as well as by the time-indicating one, as in the phrase *at ten o'clock*.

PLACE						TIME
above	***at***	***between***	***into***	***out***	***to***	***after***
across	***atop***	***beyond***	***near***	***outside***	***toward***	***before***
along(side)	***behind***	***down***	***off***	***over***	***towards***	***during***
amid	***below***	***from***	***on***	***past***	***under***	***since***
among	***beneath***	***in***	***onto***	***through***	***underneath***	***till***
around	***beside***	***inside***	***opposite***	***throughout***	***up***	***until***
					upon	

At one time all prepositions may have referred to a place. But today some prepositions have taken on new jobs. The following prepositions refer to place in some cases but to different ideas in other cases:

about	***against***	***by***	***with***	***within***	***without***

The preposition *about* can be used to name a place—"The line wound about the building"—or quite different idea—"His paper was about the Antarctic." Likewise *by* can talk about a place—"We waited by the library"—or another idea—"The short story was written by Hemingway."

Several important prepositions have lost their association with a reference to a place:

as	***besides***	***but***	***despite***	***except***	***for***	***like [& unlike]***	***of***

Finally, there are combinations of prepositions and other words that are so common that we normally identify the whole word group as though they were just one preposition. These are called ***group prepositions***:

as for	***by way of***	***in place of***	***on account of***
as to	***except for***	***in regard to***	***out of***
according to	***in addition to***	***in spite of***	
because of	***in front of***	***instead of***	

As you can see, most of the group prepositions are a combination of two prepositions, two prepositions and a noun, and a few other odd combinations. In the cases of the group prepositions, we do not need to identify each preposition separately.

The following list includes all the prepositions previous identified. But it is not really all inclusive. Some grammarians include a few additional words or phrases as prepositions. In addition, there are some words that are variations on the words in this list (e.g., ***unlike***, a variation on ***like***), and there are some specialized propositions (e.g., the nautical prepositions ***aboard*** and ***abaft***).

ALL PREPOSITIONS				
about	***atop***	***down***	***into***	***through***
above	***because of***	***during***	***like***	***throughout***
according to	***before***	***except***	***near***	***till***
across	***behind***	***except for***	***of***	***to***
after	***below***	***for***	***off***	***toward***
against	***beneath***	***from***	***on***	***towards***
along(side)	***beside***	***in***	***on account of***	***under***
amid	***besides***	***in addition to***	***onto***	***underneath***
among	***between***	***in front of***	***opposite***	***unlike***
around	***beyond***	***in place of***	***out***	***until***
as	***but***	***in regard to***	***out of***	***up***
as for	***by***	***in spite of***	***outside***	***upon***
as to	***by way of***	***inside***	***over***	***with***
at	***despite***	***instead of***	***past***	***within***
			since	***without***

METHODS FOR IDENTIFYING A PREPOSITION

Two ways to identify prepositional phrases are by recognizing the pattern that they make and by memorizing the prepositions themselves. Both methods work, but one method will probably work better for you than the other. Some people can most easily recognize the pattern just because they begin to get a feel for phrases like these*: in the library, on campus, with her help, by the computer, in addition to history.* People who get good at recognizing the pattern can usually identify prepositions quite quickly. But in the beginning they should still check to see that the word that begins the phrase is on the list of prepositions.

On the other hand, some people do best by memorizing the list of prepositions, searching sentences for those words, and then checking the phrasing to make sure that the phrase follows the normal "*preposition . . . object*" pattern of all prepositional phrases.

TEST FOR DETERMINING A PREPOSITIONAL PHRASE

1. Ask "Who or what?" after the word on the list of prepositions.
2. If the question produces an answer, you have a preposition; if not, you don't.

For example, look at this sentence:

In the morning she woke up early.

Two words are on the lists of prepositions--*in* and *up.* To test the words, do the following:

- Ask "*In* who or what?" (The answer is *the morning*, so *in* is a preposition. The whole prepositional phrase is *in the morning*.)
- Ask "*Up* who or what?" (There is no answer, so *up* is not a preposition. *Early* may look like an answer, but it is the answer to the question "When?" not "Who or what?")

EXERCISES

For the following exercises, put brackets, **[ ],** around each prepositional phrase.

PREPOSITION EXERCISE 8 My Score: _____%

1. There is a bookstore at Bill's college.
2. The bookstore at the college is in the student union building.
3. There are many books at the college bookstore.
4. At the college bookstore there are many books.
5. At the college bookstore there are thousands of books.
6. Books on long aisles of shelves create a maze for new students.
7. Large numbers of students wander the aisles in search of the right texts for their classes.
8. Many of the books cover basic subjects like English and math.

9. Some of the others are for more specialized topics like astrophysics, deviant behavior, and Medieval art.
10. Signs above the aisles indicate the locations for some of the major subjects.

PREPOSITION EXERCISE 9 My Score: _____%

1. Bill went to the bookstore after the registration process.
2. During the registration process a representative of the college warned students about long delays in the bookstore.
3. Because of that warning Bill planned an hour for the purchase of his books.
4. In reality his mission to the bookstore took him much longer.
5. Bill walked through the aisles in search of his history textbook.
6. After a long search he finally located the book on the bottom shelf in the back of the bookstore.
7. The section of history texts had books for many different classes.
8. Each stack of books had a label for the class's name and the instructor.
9. Each of the stacks of books had a label for the class's name, number, and instructor.
10. Identification of the right text for his classes was not easy for Bill.

PREPOSITION EXERCISE 10 My Score: _____%

1. Every student in the history class needed a text for the class.
2. Every one of the students in the history class found a copy of the text for the class.
3. For a long time Bill looked through the aisles for his sociology text.
4. After twenty minutes he almost gave up out of frustration.
5. Without the necessary book, he walked toward the exit.
6. On his way out of the store, he saw a clerk at the counter.
7. Despite a line in front of the clerk, Bill waited for the clerk.
8. After a short time he talked to the clerk about his search for the sociology text.

9. He told the clerk about his frustration with the bookstore.
10. In response, the clerk was very sympathetic to Bill's frustration.

PREPOSITION EXERCISE 11 My Score: _____%

1. The clerk offered help in the search for the elusive sociology text.
2. The clerk looked in the right place for all of the sociology texts.
3. After her attempt she asked one of her supervisors for help in the search.
4. But nobody in the bookstore found the text for introductory sociology.
5. Not one of the clerks in the bookstore found a copy of the text for introductory sociology.
6. Many of the sociology students were unhappy with the lack of a text for their classes.
7. Unfortunately, some of the students in those classes arrived at their first sociology class without a textbook.
8. The instructor of the class was also frustrated with the bookstore's lack of service.
9. During the first class she gave the students alternate readings in place of those in the text.
10. During the second week of the college term, the texts for the class finally arrived at the bookstore.

PREPOSITION EXERCISE 12 My Score: _____%

1. Nobody in the bookstore liked the long lines at the cash registers.
2. In the morning the lines at the cash registers were particularly long.
3. In the afternoons the lines became a little shorter.
4. By the early evening the lines moved quickly enough for most students’ schedules.
5. Some of the supplies in the bookstore seemed expensive to many students.
6. They postponed their purchase of some supplies until later in the term.
7. Some of them considered a trip to another store.
8. Perhaps some of the supplies were cheaper at another store.

9. Also, at times the bookstore offered students some bargains later in the term.
10. The incomes of most students were not adequate for the purchase of both books and supplies in the same month.

PREPOSITION APPLICATION

Choose a section of 50 to 100 words from one of your previous papers and copy it or reprint it. Then mark all prepositional phrases as you have done in the previous exercises.

CHAPTER 2:

BASIC SENTENCE PARTS

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that the structure of all sentences is based on a few main elements***
- ***Name the main elements of sentence structure***
- ***Identify the main elements of sentence structure in simple sentences***

This chapter covers five basic sentence parts: subjects, verbs, subject complements, and direct and indirect objects. These are the basic building blocks, the foundation of about ninety-nine percent of our sentences. With a knowledge of these parts, you will be able to see through the maze of words and tell how the sentence is put together. This ability is the basis for applying all the rules of grammar and punctuation. The first three lessons cover the most common sentence patterns. The last two lessons cover the less common patterns and give you a guide for distinguishing the patterns from one another.

For the most part, the basic parts of the sentence consist of nouns, pronouns, and verbs. The chart on the following pages highlights the main topics of this chapter. Later chapters will cover other parts of the chart.

BASIC WORD FUNCTIONS

BASIC SENTENCE PARTS	**NOUNS** name persons, places, and things. They serve as **subjects**, **objects**, and sometimes as **complements**. e.g. *man, tree, part, beauty,* an *American, Seattle* **PRONOUNS** take the places of nouns. e.g., *I, she, which, himself, one, each, somebody, everyone*		**VERBS** show action or being. They also show the time of the action or being. e.g., *jump, jumped, will jump, had jumped, understand, understood, will have understood, have understood* e.g., *is, was, will be, had been, has been being*
	Modify		Modify
MODIFIERS	ADJECTIVES modify nouns and pronouns. They answer questions like these: "What kind?" or "How many?" e.g., *old* car, *American* car e.g., *five* cars, *several* cars	modify	ADVERBS modify verbs, adjectives, and adverbs. They answer questions like these: "When?" "Where?" "How?" "How much?" and "How often?" e.g., run *now*, run *down*, run *quickly*, jump *seven feet*, jump *frequently* e.g., *slightly* rough, *fairly* new, *very* quiet e.g., run *very* quickly, walk *quite* slowly
			Modify
			OTHER ADVERBS
CONNECTORS	**PREPOSITIONS** join nouns and pronouns to other words in the sentence. e.g., the beauty *of* the park, jumped *from* the tree, jumped *over* them		

	CONJUNCTIONS join two or more words or groups of words. e.g., the man *and* the woman, bought *or* sold, for her *and* for myself for me ~~*but* not for~~ you, jumped fr~~om the tr~~ee *and* fell to the ground, Tom, Dick, *and* Harry

LESSON 1: IDENTIFYING BASIC SENTENCE PARTS

This lesson covers the most basic elements of sentence construction: subjects and verbs. It will prepare you to understand almost all the rules of grammar and punctuation. For instance, these rules will tell you whether the verb of a complicated sentence should be *is* or *are*, *think* or *thought.* (See chapters 8 and 10 for more information about these topics.)

SENTENCE PARTS PREVIEW 1 My Score: _____%

For the following sentences, identify the subject and the verb. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice.

11. Biology intrigued Maria.
12. In high school she took every available biology course.
13. One teacher advised her about her college career.
14. "Choose a major early in college."
15. "An early choice leads to good course selection."
16. "And talk to your college advisor regularly."
17. His advice stayed with her over the years.
18. Within her mind danced many dreams.
19. Biology prepared a person for many careers.
20. In her future lay many opportunities.

If you were asked to answer a simple question like “What do plants do?” you might not have much difficulty. But if you were also asked to answer in a complete sentence and to limit the answer to just two words, the task would be more difficult. But there are answers that do fit all three requirements. Here are some examples:

Plants grow.
Plants live.
Plants die.

You might even come up with answers like these:

They reproduce.
They transpire.
Some flower.

These last three answers are ones that you might look at with some suspicion. How can these be complete sentences when they don’t say specifically that *plants* do these things? But in context (here the context of the question “What do plants do?”) words like *they* and *some* make clear

that we are talking of plants. So, yes, the last three answers really are sentences.

To go one step further, we need to ask what makes all of these statements sentences. The answer to this question is that they all include the two basic items that all sentences need. First, they contain a verb. A ***verb*** is technically defined as a word that shows action or being. The verbs in all of these statements show action--that is, they tell what the plants do (*grow, live, die, reproduce, transpire, flower*). Second, they contain a ***subject***, the person, or thing that does the action or the being shown in the verb. In these sentences the subjects are the actual name *plants* or some reference to them, like *they* or *some*.

These examples illustrate the first rule of sentence construction: ***All sentences must have a subject and a verb***. This rule might not seem terribly useful in sentences like those given as examples. Even without this rule, you can probably tell that phrases like the following would not be sentences:

Grow flowers.
Produce food.
Need sunlight.

These phrases clearly lack the name *plants* or any reference to them, like *they*.

The focus on the two-word sentence illustrates the rule in its most basic form, in one that few of us can miss. But as a college writer, you will not be writing sentences like these two-word sentences. Your sentences will be much longer and more complicated. Nevertheless, the basic rule still applies: ***All sentences must have a subject and a verb.*** And even the most complicated sentence that you might write in a botany paper will depend upon that basic sentence structure. Here is an illustration:

1. *Plants survive*.

2. *Plants survive* high in the mountains.

3. Many flowering *plants survive* high in the mountains.

4. Many flowering *plants*, called angiosperms, *survive* high in the mountains.

5. Despite an apparent lack of pollinating insects, many flowering *plants*, called angiosperms, *survive* high in the mountains.

6. Despite an apparent lack of pollinating insects, many flowering *plants*, called angiosperms, *survive* high in the mountains by attracting pollinators with the bright colors of their blossoms.

As you can see in these six examples, the sentence is consistently based on the original two-word sentence “Plants survive.” It can be difficult to apply rules of grammar and punctuation to long and complicated sentences like

number 6. But we can learn how to apply those rules if we can recognize the basic sentence construction in the simple subject and verb, *plants survive*.

NOTE ON SIMPLIFYING SUBJECTS AND VERBS: Throughout most of this book, references to subject and verb are references to ***simple subject*** and ***simple verb***--that is, the subject and verb reduced to the fewest words possible. The terms ***complete subject*** and ***complete verb*** would include the simple subject and simple verb plus any other words that are in some way attached to them.

Although ***all sentences must have a subject and a verb***, there is one kind of sentence in which the subject is not actually stated. These sentences are ones which state commands, directions, advice, or suggestions. These are cases where it is so clear that the intended subject is *you* that most of us don't bother to mention it. Here are some examples.

Mark the test card with a number two pencil.
Relax every once in a while.
Begin the test now!

In the cases of these verbs—*mark, relax*, and *begin*—we assume that the subject should be *you*. We could say, with a little more effort, "You begin the test now!" But most times we don't bother with the *you.*

FINDING SUBJECTS AND VERBS

Usually, the easiest way to identify the subject and verb of most sentences is to locate the verb first. Many people find it easiest to identify the verb by asking which word expresses the action of the sentence. The action could be a visible one like *run* or a mental action like *think*. This method works for verbs that show action. But some verbs don't show actions. So a more reliable way is to look for a word that changes its form when the time of the sentence changes. This changing of form is a characteristic of verbs that we call tense, a topic that will be taken up later in Chapter 10. Here are some examples of the changes of verb form:

PRESENT TENSE (TIME)	**PAST TENSE (TIME)**
She ***works*** confidently.	She ***worked*** confidently
They ***study*** art history.	They ***studied*** art history.
He **is** the team captain.	He ***was*** the team captain.

In each of these examples, the verbs have to change form to make the change in time. *Works* and *worked*, *study* and *studied*, *is* and *was* make the difference between present and past tense (time). So we know that these words are the verbs.

Some words that tell time in a sentence are not verbs. Watch out for them. Words like *yesterday*, *today*, *tomorrow*, *now*, and *then* all tell time. But they do not have other forms to tell different times (unlike *works* and *worked*, *study* and *studied*, *is* and *was*).

After you locate the verb, then you need to find the subject. To do so, you just ask, "Who or what __**[VERB]**__ ?" The answer to that question will be the subject.

TESTS TO FIND THE SUBJECT AND VERB

> TO FIND THE SUBJECT AND VERB
>
> 1. Ask, "What word changes its form to change time in the sentence?" (The answer is the verb.)
> 2. Ask, "Who or what __**[VERB]**__ ?" (The answer is the subject.)

Here are some examples:

At the bookstore Nacio found the books for his classes.

First we ask ourselves, "What word changes its form to change time in the sentence?" If we can see that the sentence is in the past, we can rephrase it for the present: "At the bookstore Nacio *finds* the books for his classes." Since we had to change *found* to *finds, found* is the sentence's verb.

Next, we use the verb to find the subject. We put the verb *found* in the question, "Who or what __**[VERB]**__ ?" We ask, "Who or what *found*?" The answer to that question is *Nacio*. So *Nacio* is the subject of the sentence.

For a second example let us assume that we are not sure of the tense (time) that the sentence expresses:

For a while he considered the price of the books.

In this case we just need to phrase the sentence both ways (past and present):

For a while he *considered* the price of the books.
For a while he *considers* the price of the books.

Since the word that changes is *considered/considers*, we know that in the original version the verb is *considered.* Then we use the verb to find the subject. We put the verb *considered* in the question, "Who or what __**[VERB]**__ ?" We ask, "Who or what *considered*?" In this sentence the word *he* is the one that can tell who does this action.

You may have noticed that the ordinary pattern is to have the subject before the verb. That is, indeed, the most common pattern. But there are many sentences where the pattern is just the reverse. Look at the following examples:

A gravel path wound through the campus gardens.

Through the campus gardens wound a gravel path.

A large maple stood at the end of the path.
At the end of the path stood a large maple.

In these two pairs of sentences, the subjects, *path* and *maple*, can come either before the verbs, *wound* and *stood*, or after them. This fact is a warning that we cannot assume that the subject will always be before its verb.

Identifying prepositional phrases is a major help in making the correct identification of the subject in sentences like these. Notice how finding the subject is simplified after the prepositional phrases are marked:

[Through the campus gardens] wound a gravel path.
[At the end] [of the path] stood a large maple.

In these sentences, it is clear that we ***must*** look after the verb to find the subject. Here is a rule that you can rely on:

NO major sentence part will be found in a prepositional phrase.

EXERCISES

For the following sentences, identify the subject and the verb. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice.

SENTENCE PARTS EXERCISE 1 My Score: _____%

1. Maria studies.
2. Michael writes.
3. They study in the library.
4. Today she studied biology for hours.
5. Now he wrote a paper for English.
6. Nobody else sat at their table.
7. The librarian helped Maria.
8. Maria asked about plant growth.
9. The librarian found a book about it.
10. The book helped Maria.

SENTENCE PARTS EXERCISE 2 My Score: _____%

1. Nacio works in his parent's store.
2. He helps them in the evening.
3. He cleans floors and shelves.
4. For the floor he uses a mop.
5. The shelves need a damp cloth.
6. Usually his job takes three hours.
7. Sometimes it takes hours longer.
8. Yesterday he finished early.
9. Then he read his history textbook.
10. History interested him the most.

For the sentences in the following exercises, identify the subject and the verb. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Underline the subject once and the verb twice. Notice that some sentences use the unstated subject *you.*

SENTENCE PARTS EXERCISE 3 My Score: _____%

1. Nacio's history instructor took an interest in him.
2. After class Nacio talked to him.
3. His instructor advised him about his major.
4. "Specialize in any field."
5. "But pick an interesting one for you."
6. "People specialize in many historical topics."
7. "Perhaps your topic interests just a few scholars."
8. "Or, perhaps, it interests the masses."
9. "Choose your own interests over popularity."
10. Nacio appreciated the advice.

SENTENCE PARTS EXERCISE 4 My Score: _____%

1. Michael wrote about Hemingway.
2. Now he needed information about *The Sun Also Rises*.
3. The librarian directed him to the right location.
4. "Look in the American literature section of the stacks."
5. "Several books there discuss Hemingway."

6. “In that section, look for a book of criticism.”
7. “Biographies cover his life.”
8. “Criticism covers his works.”
9. “Find a book about *The Sun Also Rises*.”
10. After a long search Michael found the right book.

For the following sentences, identify the subject and the verb. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice. Notice that sometimes the verb appears before the subject in a sentence.

SENTENCE PARTS EXERCISE 5 My Score: _____%

1. Trung strolled around the campus.
2. Around the campus strolled Trung.
3. Several joggers ran about the track.
4. About the track ran several joggers.
5. Some flowers bloomed in the planting beds.
6. In the planting beds bloomed many flowers.
7. Trees grew around the library.
8. Near the student union stood a bell tower.
9. From the tower hung a banner.
10. The banner welcomed new students.

SENTENCE PARTS EXERCISE 6 My Score: _____%

1. Maria wandered around the campus with Trung.
2. Together they walked around the campus.
3. Around the campus they wandered together.
4. A nameplate hung on every building.
5. On the student union hung its nameplate.
6. The building’s doors opened for entering students.
7. Within the building stood many tables.
8. Several students relaxed at the tables.
9. Books lay on some of the tables.
10. On the floors sat students’ backpacks.

LESSON 2: ANOTHER IMPORTANT SENTENCE PART—THE DIRECT OBJECT

Though subjects and verbs are the two most important parts of the sentence, there are other sentence parts that make up significant portions of a sentence's structure. This lesson covers direct objects. In addition to giving you a general understanding of grammar and punctuation, this lesson will prepare you to learn the rules that deal specifically with pronoun case and adjective and adverb forms. For example, these concepts are necessary to tell whether a particular sentence should contain "Maria and I" or "Maria and me." (See Chapter 9)

SENTENCE PARTS PREVIEW 2 My Score: _____%

For the following sentences, identify the subject, the verb, and any direct objects. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice; mark a ***DO*** under the direct objects.

1. Yesterday Maria planned.
2. Yesterday Maria planned her schedule.
3. Usually her schedule helps.
4. Sometimes her schedule helps her through a busy day.
5. She usually walks to school.
6. Sometimes she rides her bike.
7. On her bike she constantly watches the traffic.
8. On foot she thinks about her day.
9. Her bike gets her to school quickly.
10. On foot she arrives at school later.

DIRECT OBJECT PATTERN

If we were asked to answer a question like "What do people do on their lawns?" we could easily imagine all sorts of answers. However, if we were to limit answers to complete sentences of only two words, we would be much more limited in our answers. We could create a few like these:

People walk.
People sit.
People play.

We could come up with others like these:

They relax.
They work.
Some party.

Again, all of these sentences contain the two basic sentence parts: verbs (*walk, sit, play, relax, work,* and *party*) and subjects (*people, they,* and *some*). But, a question like "What do people do ***to*** their lawns?" would be hard to answer in two words. However, we could do it in three—in sentences like these:

People mow lawns.
People rake lawns.
People fertilize lawns.
People plant them.
They water lawns.
They weed them.

In these sentences we have three basic sentence parts instead of the two we had in previous sentences. The first word is again a subject (*people* or *they*), and the second word is a verb (*mow, rake, fertilize, plant, water,* or *weed*). But the third word in each of these sentence is either the word *lawns* or a reference to lawns, *them*. Without this last word in each sentence, we would not have a good answer to the question "What do people do ***to their lawns***?" For example, "People mow" sounds less complete than a statement like "People walk."

In each of the sentences above, we have two names or references to things in the question (*people* and *lawns*). But we know that the two have different jobs in the statements. The first of the two (*people* or *they*) causes the action in the verb, and the second (*lawns* or *them*) receives that action. In a sense we have a "***doer***" and a "***doee***"—in the same sense that "an *employer* employs an *employee,*" "a *trainer* trains a *trainee*", or an "*interviewer* interviews an *interviewee*." If we look at some simple three-word sentences, we can see relatively easily which sentences contain references to the "doee." Here are some examples:

EXAMPLE	**EXPLANATION**
She drives trucks.	*Trucks* is the "doee."
She drives carefully.	No "doee."
You drink slowly.	No "doee."
You drink coffee.	*Coffee* is the "doee."
They bake expertly.	No "doee."
They bake tortillas.	*Tortillas* is the "doee."

In these sentences we can recognize *trucks, coffee,* and *tortillas* as the "doees." We call these words direct objects. A ***direct object*** is a word in a sentence that names (or refers to) the person or thing that **directly** receives the action of the verb. Two additional characteristics of the direct object that help to spot it are that it usually comes after the verb and it is not linked to the verb by a preposition like *to*, *for*, *in*, *at*, *around*, etc.

TESTS FOR THE DIRECT OBJECT

TO FIND A DIRECT OBJECT

After you find the subject and verb,
1. Ask, "Who or what does the **[SUBJECT]** **[VERB]**?"
2. If the sentence provides an answer to this question, ask, "Is the answer connected to the verb by a preposition?"

REMEMBER: NO major sentence parts--including direct objects--will be found in a prepositional phrase.

Here are some examples:

EXAMPLE SENTENCE	QUESTION 1 & ANSWER: "Who or what does the **[SUBJECT]** **[VERB]**?"	QUESTION 2 & ANSWER: Is the answer connected to the verb by a preposition?
They walk their dog every day.	Who or what do(es) they walk? Dog.	Is *dog* connected to *walk* by a preposition? No. *Dog* is a direct object.
They walk to the store every day.	Who or what do they walk? Store??	Is *store* connected to *walk* by a preposition? Yes, by the preposition *to.* *Store* is **not** a direct object.
She ran a 1000-meter race yesterday.	Who or what does she run? Race.	Is *race* connected to *ran* by a preposition? No. *Race* is a direct object.
She ran around the park five times yesterday.	Who or what does she run? Park??	Is *park* connected to *ran* by a preposition? Yes, by the preposition *around*. *Park* is **not** a direct object.

EXERCISES

For the sentences in the following exercises, identify the subject, the verb, and any direct objects. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice; mark a ***DO*** under the direct objects.

SENTENCE PARTS EXERCISE 7 My Score: _____%

1. Maria studies.

2. Maria studies biology.
3. Caitlin practices every day.
4. Caitlin practices her piano every day.
5. They play basketball in the gym each Wednesday.
6. They play in the gym each Wednesday.
7. Maria walked to school yesterday.
8. Tuan drove his car to school today.
9. We ran against Portland Community College last week.
10. We won the 400-meter relay last week.

SENTENCE PARTS EXERCISE 8 My Score: _____%

1. Often people look for happiness in all the wrong places.
2. Many find happiness in unexpected places.
3. Maria thought about her future all the time.
4. She planned her whole life for several years into the future.
5. First off, she needed a reasonable apartment.
6. With her friend Alberta, she searched for a suitable apartment.
7. Alberta told her about an available apartment on Elm Street.
8. Then Maria called the apartment manager for an appointment.
9. Last week they visited the apartment.
10. She inspected the rooms in the apartment.

SENTENCE PARTS EXERCISE 9 My Score: _____%

1. She even asked about the cost of utilities.
2. Several shortcomings of the apartment really bothered Maria.
3. She told Alberta about her misgivings.
4. Alberta agreed with Maria’s feelings.
5. So, despite the apartment’s advantages, its shortcomings discouraged them.
6. Later Maria discovered a studio apartment in her parents’ building.
7. The apartment manager charged reasonable rent.
8. The apartment provided easy access to the bus.
9. That bus line runs directly to her school.
10. She finally rented the apartment in her parents’ building.

LESSON 3: LINKING VERBS AND SUBJECT COMPLEMENTS

Up to this point we have been using verbs that show an action—for example, *run, buy, find, decide*, etc. But there is another class of verbs that do not clearly show any action. This group of verbs is composed of the linking verbs and the state of being verbs. In this section we will take up the first of these two, the linking verbs. The linking verbs are those that link the subject with a subject complement, a naming or describing word. Ability to recognize this combination of a linking verb and a subject complement will help us determine the correct form of a word--for example, whether a sentence should contain "looks quick" or "looks quickly."

SENTENCE PARTS PREVIEW 3 My Score: _____%

For the following sentences, identify the subject, the verb, and any subject complements. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice; mark a ***SC*** under the subject complement.

1. The day was long.
2. It passed very slowly.
3. Caitlin looked tired to Maria.
4. Maria looked slowly around the room.
5. Caitlin's room seemed very messy.
6. Maria felt confused by Caitlin's behavior.
7. Caitlin was usually a tidy person.
8. Then Maria asked earnestly about Caitlin's feelings.
9. In reply, she spoke haltingly about her difficult day.
10. Caitlin felt too exhausted for her chores.

LINKING VERB-SUBJECT COMPLEMENT PATTERN

The job of the ***linking verbs*** is to link the subject with a description of it or with another name for it as in the following examples:

Maria is hungry.
Maria looks happy.
Maria was the class valedictorian.
Maria became a student in the honors program.

In these four cases the subject *Maria* is connected to a description, *hungry* and *happy*, or to a name, *valedictorian* and *student*. The word that connects the two is the linking verb—in these cases *is, looks, was,* and *became*. The

words that describe or identify the subject are called ***subject complements***. They are called ***subject complements*** because they **complete** our description or identification of the **subject**. (Notice that we use the **e** in this word—***e*** for compl***e***te rather than compl***i***ment, which is a statement of appreciation, as in "***I*** l***i***ke ***i***t.") The subject and the subject complement are linked to each other by a linking verb. Because of this fact, the subject and subject complement will almost always have the linking verb between them.

There are a few tricky points in identifying subject complements. First, sometimes both the subject and the subject complement name something or someone. In that case the only way to label the two of them is to call the first one the subject and the second one the subject complement. In the following two sentences, the *Nacio* and *leader* exchange places and roles in the sentence. (In the following examples, subjects and verbs are underlined as in our exercises, and subject complements are underlined with a broken line and labeled ***{SC}*** for ***subject complement.***)

Nacio was the leader {SC} of the seminar group.
The leader of the seminar group was Nacio {SC}.

A second tricky point is a case in which a sentence has **both** a descriptive word and a naming word together after the verb where the subject complement usually is. In that case the naming word is always considered more important than the descriptive one and is identified as the subject complement. For example in the following sentence *leader* provides another name for *Nacio*, and *fine* describes *leader*. So *leader* is the word identified as the subject complement.

Nacio made a fine leader {SC}.

A third tricky construction with subject complements involves questions. In this case the descriptive subject complement can come before the subject of the sentence. In the following sentence *Nacio* is the subject and *helpful* is the subject complement:

How helpful {SC} was Nacio?

The last trick in identifying subject complements is in distinguishing them from words that describe the verb instead of the subject. The words that describe the verb rather than the subject are called **adverbs**. They typically end in ***-ly.*** (We will return to this topic in Chapter 4.) Look at the following sentences:

The bell sounded cracked {SC}.
The bell sounded repeatedly.

In this pair of sentences, it is easy to see that the word *cracked* describes the bell, but that the word *repeatedly* describes the sounding of the bell. Take a look at another pair of sentences:

Nacio looked quick {SC} at the start of the race.
Nacio looked quickly at the start of the race.

It may be harder to tell the difference here. But you can probably see that *quick* describes Nacio (that is, “Nacio was quick at the beginning of a race.”) and that *quickly* describes the manner in which he looked (that is, “Nacio took a quick look at the start of the race.”). There is a fairly easy way to tell the difference between the two kinds of sentences. Notice that whenever the sentence has a subject complement, its basic message is that the subject ***is*** the subject complement. For example, the first of the two sentences above says that Nacio ***is*** quick (at least from the look that the speaker had). The second sentence is cannot be rephrased in the same way. It would not make sense to say, "Nacio ***is*** quickly."

TEST FOR IDENTIFYING SUBJECT COMPLEMENT

TO FIND A SUBJECT COMPLEMENT

After you find the subject and the verb,

1. Ask, “Who or what **does** the **[SUBJECT]** **[VERB]**?"
   (Use whichever from of ***do*** makes sense in the sentence**.)** **OR**
   “Who or what ***is*** the **[SUBJECT]**?”*
2. Test the answer with this question: “Can we change the verb of the sentence to the verb ***to be**** and keep the sense of the sentence?” (**OR** "Does the answer to the first question describe or identify the subject?")

REMEMBER: NO major sentence parts--including subject complements--will be found in a prepositional phrase.

* The verb ***to be*** includes ***am, is, are, was, were,*** and some combined forms like ***will be, had been, is being,*** etc. Use the second form of question one only when the verb is already a form of ***to be***. And you can replace ***is*** in the question with whatever form of *to be* the sentence uses.

To identify most subject complements, we can usually ask, “Who or what does _____ _____?" and fill in the two blanks with the subject and the verb. In some cases it is hard to use the first question. Those cases are ones in which the verb is the verb *to be*: *am*, *is*, *are*, *was*, *were*, or some of the longer verb forms that use *be*, *being* or *been*. In those cases we can use the second, simpler question, “Who or what is _____?" and fill in the blank with the subject. For instance, in the following sentence, “He *is* the team captain,” we can ask, “Who or what is ***he***? The answer to that question would be *captain*, the subject complement. Here are some more examples:

EXAMPLE	QUESTION	ANSWER AND EXPLANATION
She looks confident.	Who or what does <u>she look</u>?	*Confident. Confident* is the subject complement because we can replace *looks* with *is* and keep the sense of the sentence: "She **is** confident" makes sense. *Confident* describes the subject, *she*.

She looks around confidently.	Who or what does she look?	*Confidently? Confidently* is **not** a subject complement because we **cannot** replace *looks* with *is* and keep the sense of the sentence: "She **is** confidently" **doesn't** make sense. Here *confidently* describes her looking, not her.
Mike is forceful.	Who or what is Mike?	*Forceful. Forceful* is the subject complement because the verb is already a part of the verb *to be* (*is*): "Mike **is** forceful." *Forceful* describes the subject, *Mike*.
Mike was a forceful speaker.	Who or what was Mike?	*Speaker. Speaker* is the subject complement because we the verb is already a part of the verb *to be* (*was*): "Mike **was** a forceful speaker." *Speaker* identifies the subject, *Mike*.
Mike spoke forcefully.	Who or what did Mike speak?	*Forcefully? Forcefully* is **not** a subject complement because we **cannot** replace *spoke* with *is* and keep the sense of the sentence: "Mike **is** forcefully" **doesn't** make sense. Here *forcefully* describes Mike's speaking, not him.

EXERCISES

For the sentences in the following exercises, identify the subject, the verb, and any subject complements. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice; mark an ***SC*** under the subject complement.

SENTENCE PARTS EXERCISE 10 My Score: _____%

1. Her apartment was small.
2. But to Maria it seemed cozy.
3. She felt happy about her choice.
4. Her parents were close to her.
5. Their closeness was not a problem for her.
6. Her privacy was important to her.
7. They were comfortable with her attitude.
8. In time they truly became her friends.
9. The apartment building seemed a village.
10. The people were usually very kind to her.

SENTENCE PARTS EXERCISE 11 My Score: _____%

1. Maria was careful about her obligations.
2. How careful was she?
3. Her rent payments were always prompt.
4. Sometimes she was a bookkeeper for her father.
5. He was a conscientious bookkeeper too.
6. Maria always was a faithful follower of her father's values.
7. In the building Maria's neighbors were respectful of her ideals.
8. They were almost always pleasant to her.
9. In time she became the favorite neighbor for many in the building.
10. Over the years their respect for her grew stronger.

SENTENCE PARTS EXERCISE 12 My Score: _____%

1. She was quick in her accounting courses in college.
2. For most of the students, accounting seemed a difficult course.
3. From the very beginning the accounting rules quickly became clear to her.
4. They were not often mysterious for her.
5. A friend of her father was a certified public accountant.
6. In recent years he became a consultant for her father's business.
7. His advice was helpful in many ways.
8. His business is a source of income for several people in the community.
9. It seemed a good place for the beginning of Maria's career.
10. At this point in her career, her future looked very bright.

For the sentence in the following exercises, identify the subject, the verb, and any subject complements. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice; mark a ***SC*** under the subject complement. Notice that some of the sentences have words that describe the verb where others may have subject complements.

SENTENCE PARTS EXERCISE 13 My Score: _____%

1. Caitlin seemed very dedicated to her piano practice.
2. Because of her dedication she practiced faithfully every day.

3. On every Friday after school, she walked quickly to her piano teacher's house.
4. On this particular Friday her pace seemed quite resolute.
5. She knocked softly at the door.
6. The teacher came slowly to the door.
7. They walked directly to the piano room.
8. Throughout the piano lesson the teacher acted somewhat distant.
9. Unlike other days, today her comments were infrequent.
10. In addition, her voice was unusually soft.

SENTENCE PARTS EXERCISE 14 My Score: _____%

1. Caitlin felt very concerned about her teacher.
2. Out of concern, she asked politely about her teacher's feelings.
3. The teacher's answer was slow.
4. She explained haltingly about her son's health.
5. Throughout the story she spoke quite sadly.
6. In fact, she acted quite downhearted.
7. Caitlin's response sounded sympathetic to the teacher.
8. After the lesson, they talked quietly over coffee.
9. Caitlin's reassurance seemed helpful.
10. On her way home she became cheerful again.

LESSON 4: TWO OTHER IMPORTANT SENTENCE PATTERNS—INDIRECT OBJECTS AND STATE OF BEING VERBS

Probably eighty percent of our sentences belong to the first three patterns that we have covered. Most of the other twenty percent belong to the following two patterns. Knowing these patterns will help you to choose the right case of pronouns. For example, they will help you to be able to choose between *she* and *her* and *who* and *whom.* (For more information about this topic, see Chapter 9.)

SENTENCE PARTS PREVIEW 4 My Score: _____%

For the following sentences, identify the subject, the verb, and any direct and indirect objects. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice; mark a ***DO*** under the direct objects and ***IO*** under the indirect objects.

1. Tonya gave her studies her best effort.
2. At her college was a new library.
3. There were study desks in the back corners of the library.
4. Tonya's quiet corner provided her the opportunity for concentration.
5. In her corner was a welcome stillness.
6. In her classes there were many written assignments.
7. The library offered the students computers.
8. The computers offered several useful programs for students.
9. The program provided Tonya help for her assignments.
10. The library also supplied computer printers for the students.

INDIRECT OBJECTS

The last major sentence part that we will deal with is called an indirect object. An ***indirect object*** is a word that usually comes between the verb and the direct object and names who or what receives the direct object. Here are some examples. (Subjects and verbs are underlined as in our exercises, and the direct and indirect objects are underlined with a broken line and labeled ***IO*** for ***indirect object*** and ***DO*** for ***direct object***.)

> Today Tuan gave the professor {IO} his completed assignment {DO}.
> On Wednesdays the instructor usually shows her class {IO} a film {DO}.
> Maria presented her study group {IO} the results {DO} of her research.

Three things help to identify the indirect object. First, they appear only when the verb expresses an idea about giving something to someone or something or about doing something for someone or something. The most common verbs that take indirect objects are *give, present,* and *grant*. But many other verbs can take an indirect object. In these cases another way of expressing the same idea as the indirect object is to use a phrase beginning with *to* or *for*. Second, they are almost always between the verb and direct object. (In fact, without a direct object, there can be no indirect object.) Finally, there can be no preposition (*to* or *for*) connecting the indirect object to the rest of the sentence. If the idea of giving something to someone or doing something for someone is actually expressed by the word *to* or *for*, the following word is **not** a direct object.

TEST FOR FINDING AN INDIRECT OBJECT

TO FIND AN INDIRECT OBJECT

After you identify the subject, verb, and direct object,
1. Ask, "Who or what receives the direct object?"
2. Ask, "Is it connected to the rest of the sentence by *to* or *for*?

IF the sentence provides an answer to the first question **AND** the answer is ***not*** introduced by *to* or *for*, the answer is the indirect object.

REMEMBER: NO major sentence parts--including indirect objects--will be found in a prepositional phrase.

Here are some examples:

EXAMPLE	QUESTION 1 & ANSWER:	QUESTION 2 & ANSWER:
They gave their tutors their deepest thanks {DO}.	Who or what receives the thanks? The tutors.	Is *tutors* connected to the rest of the sentence by *to* or *for*? No. *Tutors* is an indirect object.
They gave their deepest thanks {DO} to their tutors.	Who or what receives the thanks? The tutors.	Is *tutors* connected to the rest of the sentence by *to* or *for*? Yes. *Tutors* is not an indirect object.
She painted her brother a picture {DO}.	Who or what receives the picture? Her brother.	Is *brother* connected to the rest of the sentence by *to* or *for*? No. *Brother* is an indirect object.
She painted a picture {DO} for her brother.	Who or what receives the picture? Her brother.	Is *brother* connected to the rest of the sentence by *to* or *for*? Yes. *Brother* is not an indirect object.

STATE OF BEING VERBS

The purpose of the ***state of being verbs*** is merely to show that something or someone exists or to point out where or when it is. These sentences usually begin with an adverb or prepositional phrase. But that adverb or phrase is not an important sentence part. It just signals that the subject may be after the verb. Here are some examples that begin with an adverb or prepositional phrase:

There *is* a cafeteria in the student union building.
There *is* financial aid for needy students.
There *'s* an astronomy lab in the science building.
There *was* a math exam last week.
Here *is* a better source of information.
Where *are* my class notes?
In the library *are* 200,000 books.
In the procession *were* my math instructors.

In these sentences the verbs—*is, was, are,* and *were*—are all parts of the verb *to be*. The single-word forms of the verb are *am, is, are, was,* and *were*. (Other forms of the verb—*be, been,* and *being*—are used in combination with other verbs. But for now we are going to stick to the single-word verb forms.)

State of being verbs, like linking verbs, are harder to identify than the action verbs because they do not show any clear action. And the subjects are sometimes harder to identify because they are after the verb. But the sentence pattern is easy to identify if you carefully follow the tests for finding the subject and verb:

TO FIND THE SUBJECT AND VERB

1. Ask, "What word changes its form to change time in the sentence?" (The answer is the verb.)
2. Ask, "Who or what __[**VERB**]__ ?" (The answer is the subject.)

REMEMBER: No major sentence parts will be found in a prepositional phrase.

EXERCISES

For the sentences in the following exercises, identify the subject, the verb, and any direct and indirect objects. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice; mark a ***DO*** under any direct object and ***IO*** under any indirect object.

SENTENCE PARTS EXERCISE 15 My Score: _____%

1. There were many hard classes in the business program.
2. Some classes gave Tonya serious challenges.
3. There were major challenges in accounting and business law.
4. Accounting usually provided Tonya the most difficulty.
5. There were many new concepts for her.
6. In some cases there was some logic behind the concepts.
7. In those cases the text provided Tonya a clear explanation.
8. A few ideas produced major difficulties for her.
9. Along with those difficulties there were many questions.
10. For those questions the book offered Tonya no obvious answers.

SENTENCE PARTS EXERCISE 16 My Score: _____%

1. Recently the accounting instructor assigned the class a new practice set.
2. This set caused the whole class some frustration.
3. There were some new concepts for Tonya in the set.
4. She gave the set a good look.
5. For some of the transactions, there were some baffling questions.
6. One question really caused consternation for Tonya.
7. Then she gave the text a close reading.
8. Finally, at the end of the chapter there was a reasonable explanation of the idea in the text.
9. Even then the practice set caused Tonya much stress.
10. So Tonya gave the practice set tremendous concentration.

SENTENCE PARTS EXERCISE 17 My Score: _____%

1. In class the next day Tonya asked the instructor several questions about the problem.
2. The instructor supplied her a long explanation.
3. Within that explanation were some new concepts.
4. There was one really helpful idea.
5. It offered her a fresh approach to the problems in the book.

6. That approach provided new hope for Tonya.
7. That night there was a study group meeting for the accounting students in her class.
8. Tonya presented the information about the new approach to her study group.
9. There were some questions for Tonya about her approach.
10. She gave the other students her best explanation.

LESSON 5: BASIC SENTENCE PATTERNS

Up to this point we have focused on specific types of sentences. But when they are all mixed together as they are in normal writing, it is more difficult to identify the sentence types and all the important sentence parts. This lesson will review the sentence types and parts and will provide some techniques for distinguishing one from another.

SENTENCE PARTS PREVIEW 5 My Score: _____%

For the following sentences, identify the subject, the verb, and any direct objects, indirect objects, or subject complements. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice; mark a ***DO*** under a direct object, ***IO*** under an indirect object, and ***SC*** under a subject complement.

1. Maria dreamed about a college education.
2. Recently she became sure about her goal.
3. A degree in biology provided her a clear objective.
4. But there was not quite enough money for tuition.
5. Each day she worked for several hours in her parents' shop.
6. The pay was reasonable.
7. Finally, there was an opportunity for a better job.
8. At the new job she earned more money.
9. This job supplied her the funds for tuition.
10. After several months she had enough money for tuition.

In the following table is a review of the basic patterns that we have covered and some examples of each *pattern*.

A. **SUBJECT** **ACTION VERB** Caitlin worked. Maria waited. His best friend moved to a different city. She thought about her answer.	**Action verbs** include some that show rather vague actions—like *do, make, have,* and *think*.
B. **SUBJECT** **ACTION VERB** **DIRECT OBJECT** Alberta plays the trombone {DO}. She found her books {DO}. The track team won the meet {DO}.	The **direct object** receives the action of the verb.
C. **SUBJECT** **ACTION VERB** **INDIRECT OBJECT** **DIRECT OBJECT** The president gave him {IO} a medal {DO}. The instructor granted him {IO} an extension {DO} on the paper. Tuan built the swallows {IO} a new birdhouse {DO}. She made her new friend {IO} a large pizza {DO}. He asked his instructor {IO} a question {DO}. The professor showed the class {IO} an abstract painting {DO}.	The **indirect object** receives the direct object. It is usually placed between the verb and the direct object.
D. **SUBJECT** **LINKING VERB** **SUBJECT COMPLEMENT** The Spanish course was useful {SC}. The chemistry lab smelled foul {SC}. The chili in the cafeteria tasted too hot {SC}. The quiz seemed quite easy {SC}. Those books became outdated {SC}. She is a swimmer {SC}. She is a graceful swimmer {SC}. That swimmer is quite graceful {SC}.	The **subject complement** describes or identifies the subject. It is linked to the subject by a linking verb.
E. **[ADVERB OR PHRASE]** **STATE OF BEING VERB** **SUBJECT** There was a computer in the classroom. There were three maps on the wall. Here is your class schedule. Here are your books. Where is your car? Where are your keys? In the classroom was a computer. On the wall were three maps.	The adverb or phrase is **not** one of the important sentence parts. It merely signals that the subject may be after the verb.

TRY IT YOURSELF! 1

Mark the following sentence for the indicated sentence parts. Answers are provided in Appendix B.

A. SUBJECT ACTION VERB

1. We traveled.
2. My classes began last week.
3. They talked about their last history class.

B. SUBJECT ACTION VERB DIRECT OBJECT

1. Tonya bought a new car
2. Travis solved the last math problem.
3. The college opened the new science building.

C. SUBJECT ACTION VERB INDIRECT OBJECT DIRECT OBJECT

1. Trung's parents gave him the money for tuition.
2. The college offered her a full scholarship.
3. He made his father a bookshelf.
4. We told him the whole story.

D. SUBJECT LINKING VERB SUBJECT COMPLEMENT

1. Her English class is early in the morning.
2. Those apples taste very tart.
3. He is a guard.
4. He is a powerful guard.
5. He is very powerful.

E. **[ADVERB OR PHRASE] STATE OF BEING VERB SUBJECT**

1. There were several parking spaces at the end of the lot.
2. There are fifteen classrooms in this building.
3. Here is a list of the classes.
4. Where was your dictionary?
5. Where were the financial aid applications?
6. Under the table are several backpacks.
7. At the next table was his Japanese instructor.

The following guide takes you through the steps of identifying the basic parts of the sentence. This guide is patterned after a computer program flow chart, a chart that is used to plan decisions and directions for computer programs. Some writers find these very specific instructions helpful. If you do, follow the chart. It can help you identify the important sentence parts.

If you can identify the parts of the sentence without the help of this chart, you can ignore it.

Before you follow the steps, mark off the prepositional phrases if you can do so accurately.

BASIC SENTENCE STRUCTURE GUIDE

Before you begin, mark off prepositional phrases.

1. Ask: What word changes its form to change time in the sentence?	The answer to this question is the **VERB** of the sentence.

2. Ask: Who or what __**[VERB]**__?
[Fill the blank with the verb from step 1.]

The answer to this question is the **SUBJECT** of the sentence.

3. Ask: Who or what does* the **[SUBJECT]** **[VERB]**?
(**OR Who or what is the **[SUBJECT]**?)
[Fill in the subject and verb from steps 1 and 2.]

The answer to this question helps find **any direct object or subject complement**.

SOMEONE or SOMETHING

NOTHING

You have the complete sentence structure with just the **SUBJECT** and **VERB**.

4. Ask: Can we change the verb of the sentence to the verb ***to be***** and keep the sense of the sentence? (**OR** Does the answer to question three describe or identify the subject?)

NO
Message: *The subject acts on the direct object.*

YES
Message: *The subject is the subject complement.*

You have a SUBJECT COMPLEMENT. You have the complete sentence structure with **SUBJECT**, **VERB**, and **SUBJECT COMPLEMENT**.

You have a DIRECT OBJECT, a word that receives the action of the VERB.

5. Ask, "Does someone or something (named between the VERB and DIRECT OBJECT) receive the DIRECT OBJECT?"

YES

NO

You have the complete sentence structure with a **SUBJECT**, **VERB**, and a **DIRECT OBJECT**.

You have an INDIRECT OBJECT also.	You have the complete sentence structure with a **SUBJECT**, **VERB**, **DIRECT** and **INDIRECT OBJECTS**.

YOU ARE DONE!

* Use whatever form of the verb makes sense in each sentence: ***does***, ***do***, ***did***, etc.

** The verb ***to be*** includes ***am, is, are, was, were,*** and some combined forms like ***will be, had been, is being***. Use the second form of question three only when the verb is a form of ***to be***.

BASIC SENTENCE STRUCTURE GUIDE EXAMPLES

GENERAL PATTERN

GENERAL QUESTION	**YOUR QUESTION**	**ANSWER & EXPLANATION**
Mark of prepositional phrases.		
1. What word changes its form to change time in this sentence?	What change of word form would make this sentence present/past tense?	The verb is _____.
2. Ask, "Who or what _____?" [***Put the verb in the blank.***]		The subject is _____.
3. Ask, "Who or what did _____ _____?" [***Put the subject and the verb in the two blanks.***]		The direct object or subject complement is _____.
4. Can we change the verb of the sentence to the verb ***to be*** and keep the sense of the sentence? (**OR** Does the answer to question three describe or identify the subject?)		If the answer is "Yes," the word is a subject complement. Otherwise, it is a direct object.
5. Does someone or something (named between the verb and direct object) receive the direct object?		If the answer is "Yes," the word is an indirect object. Otherwise, there is no indirect object.

SPECIFIC EXAMPLES

1. The college gave Tuan a scholarship for two years.

GENERAL QUESTION	**YOUR QUESTION**	**ANSWER & EXPLANATION**
Mark of prepositional phrases.		[for two years]

1. What word changes its form to change time in this sentence?	What change of word form would make this sentence present tense?	*Gave* would have to change to *gives*. So *gave* is the verb.
2. Ask, "Who or what _____?" [***Put the verb in the blank.***]	Who or what *gave*?	The *college gave*. So *college* is the subject.
3. Ask, "Who or what did _____ _____?" [***Put the subject and the verb in the two blanks.***]	Who or what did the *college give*?	The *college gave* a *scholarship*. So the direct object or subject complement is *scholarship*.
4. Can we change the verb of the sentence to the verb ***to be*** and keep the sense of the sentence? (**OR** Does the answer to question three describe or identify the subject?)	Can we change *gave* to ***was*** and keep the sense of the sentence? (**OR** Does *scholarship* describe or identify *college*?)	No, "The college **was** Tuan a scholarship" does not make sense. (And *scholarship* does not describe or identify *college*.) So *scholarship* is a direct object.
5. Does someone or something (named between the verb and direct object) receive the direct object?	Does something between *gave* and *scholarship* receive the *scholarship*?	Yes, *Tuan* receives the *scholarship*. So *Tuan* is an indirect object. The sentence is done.

2. Tuan seems happy with his classes.

QUESTION	**APPLICATION**	**ANSWER & EXPLANATION**
Mark of prepositional phrases.		
1. What word changes its form to change time in this sentence?	What change of word form would make this sentence past tense?	*Seems* would have to change to *seemed*. So *seems* is the verb.
2. Ask, "Who or what _____?" [***Put the verb in the blank.***]	Who or what *seems*?	*Tuan seems.* So *Tuan* is the subject.
3. Ask, "Who or what did _____ _____?" [***Put the subject and the verb in the two blanks.***]	Who or what did *Tuan seem*?	*Tuan seemed happy*. So the direct object or subject complement is *happy*.

4. Can we change the verb of the sentence to the verb ***to be*** and keep the sense of the sentence? (**OR** Does the answer to question three describe or identify the subject?)	Can we change *seems* to ***is*** and keep the sense of the sentence?" (**OR** Does *happy* describe or identify *Tuan*?)	Yes, "Tuan **is** happy" does make sense. And *happy* does describe *Tuan*. So *happy* is a subject complement. The sentence is done.

TRY IT YOURSELF! 2

For the following sentences, complete the right questions to find the basic sentence parts. (The questions for sentences differ because of variations of sentence structure.) The questions and answers are included in Appendix B.

1. Maria took three classes.

GENERAL QUESTION	YOUR QUESTION	ANSWER & EXPLANATION
Mark of prepositional phrases.		
1. What word changes its form to change time in this sentence?	What change of word form would make this sentence present/past tense?	The verb is _____.
2. Ask, "Who or what _____?" [***Put the verb in the blank.***]		The subject is _____.
3. Ask, "Who or what did _____ _____?" [***Put the subject and the verb in the two blanks.***]		The direct object or subject complement is _____.
4. Can we change the verb of the sentence to the verb ***to be*** and keep the sense of the sentence? (**OR** Does the answer to question three describe or identify the subject?)		If the answer is "Yes," the word is a subject complement. Otherwise, it is a direct object.
5. Does someone or something (named between the verb and direct object) receive the direct object?		If the answer is "Yes," the word is an indirect object. Otherwise, there is no indirect object.

2. Three classes gave her almost too much homework.

GENERAL QUESTION	YOUR QUESTION	ANSWER & EXPLANATION
Mark of prepositional phrases.		
1. What word changes its form to change time in this sentence?	What change of word form would make this sentence present/past tense?	The verb is _____.
2. Ask, "Who or what _____?" [***Put the verb in the blank.***]		The subject is _____.
3. Ask, "Who or what did _____ _____?" [***Put the subject and the verb in the two blanks.***]		The direct object or subject complement is _____.
4. Can we change the verb of the sentence to the verb ***to be*** and keep the sense of the sentence? (**OR** Does the answer to question three describe or identify the subject?)		If the answer is "Yes," the word is a subject complement. Otherwise, it is a direct object.
5. Does someone or something (named between the verb and direct object) receive the direct object?		If the answer is "Yes," the word is an indirect object. Otherwise, there is no indirect object.

3. The classes seemed difficult.

GENERAL QUESTION	YOUR QUESTION	ANSWER & EXPLANATION
Mark of prepositional phrases.		

1. What word changes its form to change time in this sentence?	What change of word form would make this sentence present/past tense?	The verb is _____.
2. Ask, "Who or what _____?" [***Put the verb in the blank.***]		The subject is _____.
3. Ask, "Who or what did _____ _____?" [***Put the subject and the verb in the two blanks.***]		The direct object or subject complement is _____.
4. Can we change the verb of the sentence to the verb ***to be*** and keep the sense of the sentence? (**OR** Does the answer to question three describe or identify the subject?)		If the answer is "Yes," the word is a subject complement. Otherwise, it is a direct object.
5. Does someone or something (named between the verb and direct object) receive the direct object?		If the answer is "Yes," the word is an indirect object. Otherwise, there is no indirect object.

4. She studied in the library.

GENERAL QUESTION	**YOUR QUESTION**	**ANSWER & EXPLANATION**
Mark of prepositional phrases.		
1. What word changes its form to change time in this sentence?	What change of word form would make this sentence present/past tense?	The verb is _____.
2. Ask, "Who or what _____?" [***Put the verb in the blank.***]		The subject is _____.
3. Ask, "Who or what did _____ _____?" [***Put the subject and the verb in the two blanks.***]		The direct object or subject complement is _____.

4. Can we change the verb of the sentence to the verb ***to be*** and keep the sense of the sentence? (**OR** Does the answer to question three describe or identify the subject?)		If the answer is "Yes," the word is a subject complement. Otherwise, it is a direct object.
5. Does someone or something (named between the verb and direct object) receive the direct object?		If the answer is "Yes," the word is an indirect object. Otherwise, there is no indirect object.

EXERCISES

For the sentences in the following exercises, identify the subject, the verb, and any direct objects, indirect objects, or subject complements. To make this job easier, first enclose prepositional phrases with a pair of brackets, []. Then underline the subject once and the verb twice; mark a ***DO*** under a direct object, ***IO*** under an indirect object, and ***SC*** under a subject complement.

SENTENCE PARTS EXERCISE 18 My Score: _____%

1. The bus line runs directly to the college.
2. The bus takes Maria to school in twenty minutes.
3. On her first day of class, she was quite eager.
4. But she was late to the bus stop.
5. So she missed the early bus.
6. The next bus got her to school on time.
7. She gave herself a pat on the back for her good planning.
8. There were many new students on the campus.
9. Some knew Maria from high school classes.
10. They gave Maria a greeting.

SENTENCE PARTS EXERCISE 19 My Score: _____%

1. On this first day she felt excited about her new school.
2. Her classes were new.
3. They were new classes for her anyway.

4. She looked around for her classrooms.
5. She wandered around the buildings on the campus.
6. The walk between distant buildings felt strenuous.
7. Finally she found the rooms for her first two classes.
8. She allowed herself a break.
9. There was just a short time before her first class.
10. She headed toward her first class with anticipation.

SENTENCE PARTS EXERCISE 20 My Score: _____%

1. Maria's first class was psychology.
2. The instructor gave them a brief outline of the course.
3. After the course outline, he took roll.
4. His voice sounded quite soft.
5. Listening caused her some strain.
6. He sounded knowledgeable.
7. The course sounded interesting
8. After psychology there was a one-hour break.
9. During that time she found the room for her last class.
10. Coffee sounded good to her at that point.

SENTENCE PARTS EXERCISE 21 My Score: _____%

1. She found the cafeteria without any problem.
2. The cafeteria was in the student union building.
3. There were only a few people in line for coffee.
4. So she got the coffee quickly.
5. The cafeteria looked rather crowded.
6. At the tables were very few empty chairs.
7. Luckily, she spotted a place near one of her old friends
8. Nacio was her friend for the last three years of high school.
9. She asked him some questions about the college.
10. And he told her some helpful information.

SENTENCE PARTS EXERCISE 22 My Score: _____%

1. There was just a short time till Maria's next class.
2. She left herself enough time for the trip to the classroom.
3. So she left in search of college algebra.
4. In the classroom were few empty chairs.
5. Almost all of the chairs appeared full.
6. After several minutes the last chairs filled up.
7. The instructor arrived only a minute before class time.
8. She introduced herself to the students.
9. She explained for them the course rules.
10. Then she provided them some time for questions.

SENTENCE PARTS EXERCISE 23 My Score: _____%

1. Then with great enthusiasm the instructor discussed the course's main ideas.
2. Maria felt the instructor's enthusiasm for the subject.
3. For the first time math really seemed exciting to Maria.
4. Seemingly the class ended too quickly.
5. But it was time for the end of the class.
6. There was only a short break before her next class.
7. Her next class was a history class.
8. So Maria headed for the classroom for her history class.
9. There was only a minute before the beginning of class.
10. She got there just in time.

SENTENCE PARTS EXERCISE 24 My Score: _____%

1. The history instructor began almost immediately.
2. The instructor told the students her own history.
3. She then called the roll.
4. After the roll, she explained the basic concepts of history.
5. Apparently, each generation reinterprets history.
6. The basis of the interpretation is the new generation's values.
7. The historian's sources are the original documents of the historical age.

8. The historian combines these elements for a new interpretation.
9. These concepts seemed rather strange to Maria.
10. She was comfortable with the history from her old history classes.

SENTENCE PARTS EXERCISE 25 My Score: _____%

1. After her final class Maria went to the cafeteria for lunch.
2. The line in the cafeteria was quite long this time.
3. After a half hour wait, she bought herself a sandwich for lunch.
4. For a long time she looked for a place at a table.
5. Eventually she found one.
6. A nice student cleared a space for her in front of an empty chair.
7. She gave him a quiet smile in thanks.
8. She ate her lunch in silence.
9. Thoughts about her new classes raced through her head.
10. Only half way through this day, Maria felt completely exhausted.

In this section of exercises, finding basic sentence parts is particularly tricky because of prepositional phrases. Take care to mark all prepositional phrases before you identify the basic sentence parts.

SENTENCE PARTS EXERCISE 26 My Score: _____%

1. Several of the students at the college held jobs on campus.
2. The income from those jobs gave them some necessary funds for books and expenses.
3. For some of the students, that income covered all of the expenses except tuition.
4. At the college were many opportunities for enterprising students.
5. At the beginning of the term, Mike applied for a job on the grounds crew.
6. The crew apparently had a varied list of tasks.
7. The tasks of the crew seemed like ones at home in his parents' yard.
8. There was just a large amount of hard physical labor on many of the tasks.
9. Some jobs seemed more complex because of the crew's large machines.
10. The supervisor of the grounds crew offered Mike a position on the crew.

SENTENCE PARTS EXERCISE 27 My Score: _____%

1. In the beginning Mike noticed different attitudes of the employees on the crew.
2. Some of the workers showed their supervisor a positive attitude toward their work.
3. Others on the crew seemed bored by their duties.
4. There were several helpful coworkers on the job.
5. One of the workers showed Mike the tricks of the job.
6. On some days the job involved care for the lawn.
7. On the campus were acres of lawn in need of frequent attention.
8. Also, all of the planting beds grew tons of weeds.
9. Those beds gave the crew days of work every month of the spring term.
10. At the end of each shift, Mike looked forward to his studies instead of weeding.

SENTENCE PARTS EXERCISE 28 My Score: _____%

1. The grounds crew gave all of the tress on campus the necessary attention.
2. Nearly every tree on the campus grew larger over the period of a year.
3. Nearly every one of those trees needed pruning in the wintertime.
4. For nearly a month the crew did nothing but this one job.
5. Besides pruning, the crew also sprayed trees for insect pests.
6. At the end of all these chores, everyone on the crew looked forward to the next assignment.
7. There were flowers in the greenhouse at the back of the campus.
8. They were for all of the flower beds around the campus.
9. At the beginning of spring, it was the time for planting.
10. Flowers like these give the campus a fresh look.

SENTENCE PARTS EXERCISE 29 My Score: _____%

1. Near the beginning of the school term, Tuan applied for a campus job.
2. Because of his work experience in high school, he looked for an office job.

3. There were a large number of office jobs at the college during the regular college year.
4. But many students applied for those jobs.
5. Tuan was confident of his office skills and his communication skills.
6. So his chances for a job offer looked quite good.
7. Two of the secretaries called Tuan for job interviews.
8. Normally the secretaries ask about communication skills and about computer skills.
9. In Tuan’s opinion the job interviews went well.
10. Apparently he impressed both secretaries with his qualifications for the jobs.

SENTENCE PARTS EXERCISE 30 My Score: _____%

1. Later in the week both of the secretaries called him with job offers.
2. One secretary offered him a job as an assistant to a secretary in the personnel office.
3. The other one involved work in a faculty office building.
4. The choice was really difficult for Tuan.
5. Finally he accepted the offer of a job in the faculty office building.
6. That job seemed more interesting to him.
7. It also gave him an opportunity for conversations with some of the faculty.
8. There were many science faculty in that particular office.
9. Because of his interest in science, he felt attracted to that position.
10. The job appeared quite a challenge on account of many new tasks.

SENTENCE PARTS EXERCISE 31 My Score: _____%

1. The supervisors on the campus arrange students' work schedules around their class schedules.
2. All of his classes were in the late morning or in the afternoon.
3. Because of that, his supervisor scheduled Tuan’s work hours for the early morning.
4. At the beginning of the first day of classes, he arrived at work at a quarter to eight in the morning.

5. His work shift went very quickly.
6. During most of the morning he took care of nothing but telephone messages for instructors.
7. At eleven it was time for his first class of the term.
8. Unfortunately, his first class was on the other side of the campus.
9. Because of his early arrival, Tuan's supervisor gave him enough time for his trip across campus.
10. That extra time even allowed him a quick stop for a cup of coffee on his way to class.

SENTENCE PARTS APPLICATION

Choose a section of 50 to 100 words from one of your previous papers and copy it or reprint it Mark all prepositional phrase as you have done in the previous exercises. Then mark subjects, verbs, direct and indirect objects, and subject complements. **NOTE: Because your sentences are often more complicated that the ones in these exercises, expect to find more than one set of subjects and verbs in many sentences.**

CHAPTER 3:
MORE ON BASIC SENTENCE PARTS

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that subjects, objects, subject complements, and verbs may be composed of more than one word***
- ***Identify all the words that belong to each subject, object, subject complement, and verb***
- ***Understand that some verb forms can perform the function of other kinds of words***
- ***Distinguish between real (predicate) verbs and the verb forms that perform other functions***
- ***Understand that there may be more than one subject, verb, direct or indirect object, or subject complement in a sentence***
- ***Identify all the subjects, verbs, direct and indirect objects, and subject complements in simple sentences (ones that have only one set of subjects and verbs)***

Up to this point we have limited our exercises to subjects and verbs and other important sentence parts that are expressed by just one word. You may have noticed that the exercise sentences sounded a bit oversimplified. That is because our normal thoughts often require more complicated expressions than we can create with just one word in the subject, verb, subject complement, or direct or indirect object. Being able to identify these complicated sentence parts has a very practical value. To correctly punctuate a sentence, we need to know how many subjects and verbs a sentence has and how they are related to each other. Determining the number of separate sets of subjects and verb in a sentence will tell us whether a sentence would require a comma, a semicolon, or no punctuation between its parts. For example, one of the two following sentences deserves a comma before the *and*:

They were walking down the path from the gym to the science building *and* talking about the project due tomorrow in their chemistry class.

They walked down the path *and* Tuan mentioned their chemistry project.

Although it may seem that the first one is the one that needs the comma, the second one is the one that really needs it. These rules will be covered in detail in Chapters 7.

In this chapter we get into several of the complications of subjects and verbs (and other basic sentence parts). One of the major complications is distinguishing between words that are really verbs and those that look like verbs but are used for different purposes. For example words like *studying* and *written* could be parts of verbs or they could have completely different jobs in a sentence.

LESSON 1: VERB PHRASES

A verb can be composed of more than one word. In this chapter we will learn how to distinguish all the words that play a part in stating the verb from those that look similar to a verb or are between parts of the verb.

MORE ON SENTENCE PARTS PREVIEW 1 My Score: _____%

For the following sentences identify the subject, the verb, and any direct objects, indirect objects or subject complements. Underline the subject once and the verb twice; mark a ***DO*** under a direct object, ***IO*** under an indirect object, and ***SC*** under a subject complement. Be sure to underline all the words that belong to the verb, but not any adverbs.

11. Setsuko enrolled in classes for next semester.
12. She had enrolled for classes for three semesters already.
13. At this point she had completed fifteen courses.
14. Until now Setsuko had usually earned good grades.
15. This semester might possibly be the most difficult one so far.
16. There had not been enough hours in the day for all her responsibilities.
17. For several weeks now she had been feeling guilty about her studies.
18. She had often given herself lectures about the importance of her studies.
19. All of these lectures should have been motivating her.
20. But none of them were really helping her in her studies.

When a verb contains more than one word, all of the words that make up one complete verb are called a ***verb phrase***. A verb phase is composed of the ***root verb*** (the one that expresses the main meaning) and from one to four ***helping verbs***, verbs that tell more about the timing, probability, and importance of the sentence's idea.

TIMING: These helping verbs tell about the timing of the sentence (i.e., of the verb):

WILL	BE (*be, being, been, am, is, are, was*, and *were)*	HAVE (*have, has, had)*

Here are some examples of verbs that help tell time:

EXAMPLE	**EXPLANATION**
We *will help* with her homework.	future tense (time)
We *had helped* with her homework before the exam.	past perfect tense (time)
We *are helping* her every day.	present continuous tense (time)

PROBABILITY OR IMPORTANCE: These helping verbs tell about probability or importance:

CAN	SHOULD	SHALL	MAY	DO (*do*, *does*, *did*)
COULD	WOULD	MUST	MIGHT	

Here are examples of these helping verbs:

EXAMPLE	**EXPLANATION**
We *may help* her with her homework.	probability—possible
We *could help* her with her homework.	probability—within ability
We *should help* her with her homework.	importance—obligation
We *did help* with her homework despite the hour.	importance—emphasis

Here are some of the many different combinations of these verbs:

They help.
They helped.
They will help.
They are helping.
They were helping.
They will be helping.
They have helped.
They have been helping.
They had been helping.
They will have been helping.
They are helped.
They were helped.
They will be helped.
They have been helped.
They had been helped.
They will have been helped.
They can help.
They can be helped.
They could help.
They could have been helped.
They may help.
They may have been helped.
They might have helped.
They might have been helped.
They shall help.
They shall be helped.
They should help.
They should have been helped.
They would help.
They would have been helped.
They did help.
They do help.
They can be helping.
They could be helping.
They may be helping.
They might be helping.
They should be helping.
They would be helping.
They must be helping.
They must have been helping.
They should have been being helped.
They may have been being helped.

ADVERBS ARE NOT PART OF VERBS.

BEWARE: Some other words (called adverbs) can be placed between verb parts, but they are not part of the complete verb. For example, *never* and *not* are not part of the verbs in these sentences.

EXAMPLE	**EXPLANATION**
They *had* **never** *helped* so much before.	[The complete verb is *had helped*.]
They *will* **not** *be helped* much by the Internet.	[The complete verb is *will be helped*.]

Watch out particularly for words like these: *already*, *also*, *always*, *even*, *finally*, *just*, *never*, *not*, *often*, *only*, *really*, *usually*. They are not verbs even when they appear between the parts of the complete verb. In addition, **no** words that are located between verb parts and end in *-ly* are part of the verb because they are all adverbs. (Chapter 4 provides more information about adverbs.)

EXERCISES

For the sentences in the following exercises identify the subject, the verb, and any direct objects, indirect objects or subject complements. Underline the subject once and the verb twice; mark a ***DO*** under a direct object, ***IO*** under an indirect object, and under a subject complement. Be sure to underline all the words that belong to the verb, but not any adverbs.

MORE ON SENTENCE PARTS EXERCISE 1 My Score: _____%

1. Setsuko had been having difficulty with her studies.
2. For weeks there had never been enough time for all her work.
3. She would usually return home from classes by two in the afternoon.
4. Today she immediately began her homework for the next day.
5. The time must have slipped away from her.
6. Soon her children had already arrived home from school.
7. She was usually making them a snack by that time.
8. Their day at school must really have been rough.
9. Her daughter could not stop her tales of problems at school.
10. Her son was even sounding miserable about his math classes.

MORE ON SENTENCE PARTS EXERCISE 2 My Score: _____%

6. Without warning it had gotten close to dinner time.
7. But she had never planned anything for that night's dinner.
8. For nearly an hour she was working frantically on dinner.
9. Dinner was prepared at the regular time.
10. The children had been hungry for hours.
11. They all were now feeling quite anxious about her husband's arrival.
12. Her husband should have been home earlier.
13. Apparently he might have been delayed by the traffic on his way home.
14. After his arrival, Setsuko could finally serve her family their dinner.
15. There had just been a minor accident on the freeway not far from her husband's office.

MORE ON SENTENCE PARTS EXERCISE 3 My Score: _____%

11. Normally he could have given her a call on his cell phone.
12. He would have called her except for a problem with the phone.
13. They would be eating their dinner quite late that night.
14. Setsuko could have been studying during some of the time before dinner.
15. But she had been anxious about her husband.
16. At the children’s bedtime, they were working busily on some project.
17. They must have gotten to bed an hour late that night.
18. Bedtime had really been a struggle.
19. Now there was some time for Setsuko’s homework.
20. But after such a difficult day she had become too exhausted for homework.

LESSON 2: OTHER VERB FORMS ARE NOT VERBS

Another difficulty in identifying verbs is that we can use forms of verbs for other purposes.

MORE ON SENTENCE PARTS PREVIEW 2 My Score: _____%

For the following sentences identify the subject, the verb, and any direct objects, indirect objects or subject complements. Underline the subject once and the verb twice; mark a ***DO*** under a direct object, ***IO*** under an indirect object, and ***SC*** under a subject complement. Be sure to underline all the words that belong to the verb, but not any adverbs. Beware of other verb forms, which are not real verbs but can be subjects, objects, and subject complements.

1. For Setsuko studies had never been easy.
2. For Setsuko studying had often been difficult.
3. Since high school she expected high grades in her classes.
4. She had always wanted to earn those grades through her own hard work.
5. She had really hoped to earn those grades through studying diligently.
6. To get good grades, she was planning to study for many hours.
7. After studying for many hours, Setsuko was frequently feeling very exhausted.
8. An exhausted student would not be a productive one.
9. Working for hours on end, she would often want to go right to bed.
10. But to get good grades was still her overriding goal.

In order to be able to identify verbs that work with subjects to make complete sentences, we need to distinguish them from those verbs that perform other functions. The verbs that work with subjects to make complete sentences are the real verbs or ***predicate verbs***. In contrast to them, three general forms of verbs can be used for the other functions. Here are the three forms and some examples:

to + VERB	VERB + *ing*	Verb + *ed* (or other past participle form)
to help	helping	helped
to be helped	being helped	written
to have helped	having helped	thought
to have been helped	having been helped	run

Here are some helps to distinguishing these forms from real verbs.

The *to* + VERB form will never be a verb. (The *to* here is called the sign of the infinitive, not a preposition.) This form can be used as a subject, object, or complement as well as a phrase that modifies another word in the sentence.

EXAMPLE	**EXPLANATION**
To study diligently is difficult.	*To study* is the subject of the verb *is*.
He wants ***to study*** diligently.	*To study* is the direct object of *wants*.
The book ***to study*** is the text.	*To study* describes (modifies) *book*.

The VERB + *ing* will not be a verb without a helping verb in front of it. For example, "Mike *studying* psychology" is missing a real verb because the *studying* does not have a helping verb, like *is*, in front of it. When this form of the verb does not have a helper, it serves as a subject, subject complement, object, or a word that modifies another word in the sentence.

EXAMPLE	**EXPLANATION**
He was ***studying*** diligently.	*Studying* is part of the verb *was studying*.
Studying diligently is difficult.	*Studying* is the subject of the verb *is*.
She postponed ***studying***.	*Studying* is the object of the verb *postponed*.
We found Mike ***studying*** psychology.	*Studying* modifies (describes) *Mike*.

The final form is the VERB + ***ed*** or other past participle ending. (See Chapter 10 for more information.) It can be either a verb or a descriptive word (an adjective). The difference is the way in which the word is used.

EXAMPLE	EXPLANATION
She ***completed*** her theme.	*Completed* is the verb.
She ***has completed*** her theme.	*Completed* is part of the verb *has completed*.
The ***completed*** theme is excellent.	*Completed* is not the verb. It is used to describe the subject *theme*. *Is* is the verb of this sentence because it is the word that would change form to tell the time of the sentence—e.g., *was* would change the time to the past.

TEST FOR REAL VERBS

TEST FOR REAL VERBS

If a verb passes **either** of these two tests, it is a real verb rather than one of the other verb forms.

1. Is it one of the "modal" verbs? These verbs (*will, can, could, should, would, shall, must, may,* or *might*) are real verbs that have only one form. If the word is a modal verb, it is a real verb.

2. Does at least one of the verbs in the phrase change form to indicate a different time (e.g., past, present, or future)? If so, it is a real verb.

If the verb fails both tests it is not a real verb but one of the verb forms. (However, a few verbs are exceptional in that they do not change their forms in the past. See examples in Chapter 10.)

Here is an example:

He may have found a written record of the negotiations.

If you can tell that this is past, you may be able to identify the verbs *have* and *found* as indicating the past time (tense). But even if you cannot tell that it is past, you can try to change it into either the present or future. Let's try it.

PRESENT:	He may ***be finding*** a written record of the negotiations.
FUTURE:	He may ***find*** a written record of the negotiations.

Notice that the phrase *have found* had to change to indicate a different time. So those two words are definitely part of the verb. Also notice that this verb includes the modal verb *may*. It too is part of the verb. Finally, there is one word that did not change, *written*. Although written can often be part of a verb, here it does not change its form when we change the time (tense) of the sentence. So it cannot be part of the verb.

Here is one more example:

She will want to help with your project tomorrow.

Let's try to change this sentence into the present and future time (tense).

PRESENT:	She ***wants*** to help with your project tomorrow.
FUTURE:	She ***will want*** to help with your project tomorrow.

You'll see that in the present tense the verb *will want* turns into the one word verb *wants*. In the second case the verb doesn't change at all. That is because the verb is already in the future tense. This example illustrates that if you try to change the tense to any **two** other tenses, you have to make a change in at least one of those cases. The last aspect of the example to notice is that *to help* didn't change in either case. So that fact is evidence that *to help* is not a verb in this sentence.

EXERCISES

For the sentences in the following exercises identify the subject, the verb, and any direct objects, indirect objects or subject complements. Underline the subject once and the verb twice; mark a ***DO*** under a direct object, ***IO*** under an indirect object, and ***SC*** under a subject complement. Be sure to underline all the words that belong to the verb, but not any adverbs. Beware of other verb forms, which are not real verbs but can be subjects, objects, and subject complements.

MORE ON SENTENCE PARTS EXERCISE 4 My Score: _____%

1. Setsuko had been hoping to work on her homework in the morning.
2. But getting out of bed seemed really difficult.
3. There were many household tasks awaiting her.
4. She must fix her children breakfast.
5. She should pay some bills before leaving for school.
6. Her husband might even want to discuss their plans for the next weekend.
7. How could she get to her studying with all these tasks on her mind?
8. After her children's departure for school, she could usually find a few minutes to study.
9. Could she pay the bills after returning home in the afternoon?
10. By doing that, she might be able to read the chapter for psychology.

MORE ON SENTENCE PARTS EXERCISE 5 My Score: _____%

1. After getting her children out the door for school, Setsuko was trying to read her psychology.
2. She could usually read quite quickly.
3. Today there were still too many ideas distracting her from her work.
4. The psychology book might have been in a foreign language for all her comprehension.
5. Her other classes were giving her troubles too.
6. Since the beginning of the term she had never seemed able to find enough time.
7. Getting her mind back to the psychology book, she did manage to finish the chapter.
8. Then, running to the car, she charged off to make her first class.
9. At school she would usually have some time to study between classes.
10. Between classes she did get herself a cup of coffee in the cafeteria.

MORE ON SENTENCE PARTS EXERCISE 6 My Score: _____%

1. There was always a great deal of noise from students talking in the cafeteria.
2. The noise hardly ever caused Setsuko a distraction from studying.
3. So she did get through a challenging chapter of her math book.
4. Math had always been a stimulating class for her.
5. Now she was definitely working very hard to master the concepts.
6. Conquering the ideas should have given her some satisfaction.
7. But she was constantly worrying about falling behind in one class or another.
8. Besides, her grades did not seem high enough to please her.
9. Today’s goal was just to avoid being distracted from her homework tonight.
10. She was desperately looking for a way to spend more time on her studies.

LESSON 3: MORE VARIATIONS

This lesson introduces two more variations on sentence construction: the use of more than one word for subjects, objects, and subject complements and the use of more than one subject, verb, object, and subject complement.

MORE ON SENTENCE PARTS PREVIEW 3 My Score: _____%

For the following sentences, identify the subject, the verb, and any direct objects, indirect objects or subject complements. Underline the subject once and the verb twice; mark a ***DO*** under a direct object, ***IO*** under an indirect object, and ***SC*** under a subject complement. Some of these sentences will have more than one subject, verb, subject complement, or direct or indirect object. Also some of those sentence parts will be expressed by more than one word. Beware of other verb forms, which are not real verbs but can be subjects, objects, and subject complements

1. Albert Einstein had been a great mathematician.
2. But he and many others had had difficulties in basic calculations like balancing a checkbook.
3. Setsuko understood this fact and felt reassured by it.
4. The college offered students a mathematics lab to help them in mastering course concepts.
5. In the math lab were instructors and tutors to help students.
6. Setsuko sometimes went to the math lab and asked the tutors questions about her problems.
7. The tutors were usually sympathetic and could sometimes help her.
8. In some cases she needed to ask an instructor for help before getting a clear answer.
9. Sometimes an instructor took twenty minutes to explain the concept.
10. Thirty minutes or even an hour would have been fine with Setsuko.

SUBJECTS, OBJECTS, AND COMPLEMENTS OF MORE THAN ONE WORD

Just as verbs can have more than one word, so can subjects, objects, and complements. Most of those cases are situations where the words playing those roles are proper names, names that we capitalize.

(See Chapter 16.) In these cases all the capitalized words are kept together as part of one name. In one other case it also makes sense to identify more than word as the subject, object, or complement—situations where this term is a measurement. Here are a few examples:

EXAMPLE	**EXPLANATION**
John Adams was the first vice-president.	*John Adams* is the subject.
The Library of Congress is in Washington, D.C.	*Library of Congress* is the subject.
He met President Lyndon Johnson.	*President Lyndon Johnson* is the direct object.
The president at that time was George Bush.	*George Bush* is the subject complement.
Two gallons of milk is enough.	*Two gallons* is the subject.
They bought ten pounds of apples.	*Ten pounds* is the direct object.
The price is fifty dollars.	*Fifty dollars* is the subject complement.

MORE THAN ONE SUBJECT, VERB, OBJECT, OR COMPLEMENT

Understanding sentences would be easier if we used only one subject, one verb, or one direct, indirect object or subject complement. But we would be severely limited in what we could say if our sentences were that restricted. In reality there is no limit on how many of these sentence parts we can have. But most readers get a bit tired after a list of three or four subjects or verbs. Similar limits affect the other sentence parts. Take a look at these examples:

EXAMPLE	**EXPLANATION**
Maria studied in the library.	One subject, one verb
Maria and Nacio studied in the library.	Two subjects, one verb

Maria studied and took notes.	One subject, two verbs
Maria and Nacio studied and took notes.	Two subjects, two verbs
Maria studied biology and speech.	one subject, one verb, two direct objects
Maria felt tired and hungry.	one subject, one verb, two subject complements
Maria studied speech and felt tired.	one subject, two verbs, one with a direct object and one with a subject complement

The complexities covered in this chapter will be quite a challenge. The first key, however, is to make sure that you clearly define every verb by its ability to change form to change time. The second key is to identify the subjects related to each verb. (Who or what does this?) Then we can identify the other parts: the direct and indirect objects and subject complements. You may want to review the Basic Sentence Structure Guide in Chapter 1.

EXERCISES

For the sentences in the following exercises, identify the subject, the verb, and any direct objects, indirect objects or subject complements. Underline the subject once and the verb twice; mark a ***DO*** under a direct object, ***IO*** under an indirect object, and ***SC*** under a subject complement. Many of these sentences will have more than one subject, verb, subject complement, or direct or indirect object. Also some of those sentence parts will be expressed by more than one word. Beware of other verb forms, which are not real verbs but can be subjects, objects, and subject complements

MORE ON SENTENCE PARTS EXERCISE 7 My Score: _____%

1. One day Setsuko was talking to a friend.
2. Her friend was named Angela Perez.
3. Setsuko and Angela had not compared notes on their college careers before.
4. Angela had moved to another district and attended a different college.
5. So they had not discussed their classes or their problems in college.

6. Being very comforting, Angela gave Setsuko a sympathetic ear.
7. She talked for hours and told Setsuko many of her experiences with college classes.
8. Angela's most difficult subjects had always been math and English.
9. Taking math in college caused her many worries and doubts.
10. But studying long hours and asking questions had earned her an A in the class.

MORE ON SENTENCE PARTS EXERCISE 8 My Score: _____%

1. Setsuko explained to Angela all of her problems with finding enough time to study.
2. Angela had had similar experiences and provided Setsuko some advice.
3. Angela had had to forgo many of the other important activities in her life.
4. She could not read many books besides textbooks or watch any TV.
5. She had put off many of her hobbies and decided not to attend many community meetings.
6. To help her to find more time, her family had arranged to take over some of her chores.
7. Now her children were making their own lunches for school and were helping with cleaning the house on weekends.
8. Her husband was also providing Angela nearly five hours each week by cooking dinners during the week.
9. Setsuko was really impressed with Angela's success and wanted to try her methods.
10. She was hesitant to ask her family for help and postponed talking to them.

MORE ON SENTENCE PARTS EXERCISE 9 My Score: _____%

1. She finally got up her nerve and asked her family to help her.
2. Her husband and children were supportive but not terribly enthusiastic.
3. They were wary and afraid to take on too many responsibilities.
4. After all, they had their own problems and their own priorities in their lives.

5. Setsuko eventually convinced them of the importance of her education and of her need for their support.
6. Setsuko and her husband worked on a plan to divide up the work at home.
7. He would cook many of the meals at home and even do some of the grocery shopping on weekends.
8. The children, of course, were feeling burdened by their extra chores and sometimes grumbled.
9. Once in a while Setsuko, her husband, and the children all needed encouragement and appreciation.
10. But Setsuko got some of the needed time and was reasonably satisfied with her study time.

MORE ON SENTENCE PARTS EXERCISE 10 My Score: _____%

1. After a few weeks Setsuko's son and daughter became accustomed to doing their chores and reduced their grumbling.
2. Her husband was giving her help by assuring the completion of those chores.
3. Setsuko seldom had to think about many of the family chores.
4. Both her husband and her children were really providing Setsuko the necessary study time.
5. She could concentrate on her studies more easily now and prepare for class more effectively.
6. After attending her classes for the day, she would run any necessary errands, like grocery shopping.
7. After arriving at home, she would make the children snacks and talk with them for half an hour.
8. Then she would sit at her desk in her room and settle down to her studies.
9. Her son and daughter would also work on their homework before dinner.
10. Her daughter was gifted in math and would sometimes help her son with his math homework.

MORE ON SENTENCE PARTS EXERCISE 11 My Score: _____%

1. About six in the evening Setsuko's husband would come home, chat with her and the children for a few minutes, and then begin cooking dinner.
2. Unlike Setsuko, her husband was not a great cook but was improving over time.
3. At dinner Setsuko, her husband, and her children would talk about their days.
4. This time together gave them the opportunity to become closer and feel like a real family.
5. Often they would also discuss world and local news stories and explore different opinions about them.
6. Sometimes on weekends Setsuko had enough free time to take day trips with the rest of the family.
7. On some days the whole family would drive to a local park and have a picnic.
8. On other days they would go to the mall and buy clothes or other necessities or even go to a movie.
9. After a day of recreation with the family, Setsuko usually felt content but tired.
10. A day of family activities felt refreshing and gave her the energy to get back to her studies on the next day.

MORE ON SENTENCE PARTS APPLICATION

Choose a section of 50 to 100 words from one of your previous papers and copy it or reprint it Mark all prepositional phrase as you have done in the previous exercises. Then mark subjects, verbs, direct and indirect objects and subject complements. **NOTE: Because your sentences are often more complicated that the ones in these exercises, expect to find more than one set of subjects and verbs in many sentences.**

CHAPTER 4:

ADJECTIVES, ADVERBS, AND COORDINATING CONJUNCTIONS

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand the function of conjunctions***
- ***Identify conjunctions and the words or word groups that they connect***
- ***Understand the idea of modification and name the two types of modifiers***
- ***Understand the functions of adjectives and adverbs***
- ***Understand that the location of modifiers is a key to identifying what they modify***
- ***Identify adjectives and adverbs by identifying the words that they modify***
- ***Understand that word groups can function as adjectives and adverbs***
- ***Identify the function of prepositional phrases as that of adjective or adverb***

The first three chapters have covered the basic elements of sentence structure. This chapter will discuss the next three major elements of sentences: adjectives, adverbs, and conjunctions. For the most part identifying coordinating conjunctions does not cause much trouble. Their effect on sentence structure will be covered in more detail in chapters 7 and 14. Identifying adjectives and adverbs is a bit more difficult. Understanding how they work provides two benefits. First, it provides us the basis for the more complicated constructions covered in Chapter 5. Since that chapter talks about such things as “adjective clauses” and “adverb clauses,” an understanding of the terms “adjective” and “adverb” is important. Second, understanding

adjectives and adverbs aids us in determining the proper forms of words in sentences like these: “He looked quick” and “He looked quickly.”

The chart on the next page shows what we will cover in this chapter (shaded area) and how it relates to what we have already covered.

BASIC WORD FUNCTIONS

BASIC SENTENCE PARTS	**NOUNS** name persons, places, and things. They serve as **subjects**, **objects**, and sometimes as **complements**. e.g. *man, tree, part, beauty,* an *American, Seattle* **PRONOUNS** take the places of nouns. e.g., *I, she, which, himself, one, each, somebody, everyone*		**VERBS** show action or being. They also show the time of the action or being. e.g., *jump, jumped, will jump, had jumped, understand, understood, will have understood, have understood* e.g., *is, was, will be, had been, has been being*
MODIFIERS	ADJECTIVES modify nouns and pronouns. They answer questions like these: "What kind?" or "How many?" e.g., *old* car, *American* car e.g., *five* cars, *several* cars	o d i f y	ADVERBS modify verbs, adjectives, and adverbs. They answer questions like these: "When?" "Where?" "How?" "How much?" and "How often?" e.g., run *now*, run *down*, run *quickly*, jump *seven feet*, jump *frequently* e.g., *slightly* rough, *fairly* new, *very* quiet e.g., run *very* quickly, walk *quite* slowly

Modify

Modify

Modify

OTHER ADVERBS

	PREPOSITIONS join nouns and pronouns to other words in the sentence. e.g., the beauty *of* the park, jumped *from* the tree, jumped *over* them
CONNECTORS	
	CONJUNCTIONS join two or more words or groups of words. e.g., the man *and* the woman, bought *or* sold, for her *and* for myself for me *but* not for you, jumped from the tree *and* fell to the ground, Tom, Dick, *and* Harry

LESSON 1: COORDINATING CONJUNCTIONS

Conjunctions are important words because they serve as the glue that holds together parts of the sentence. In this section we concentrate on coordinating conjunctions, words that connect two words or word groups of the same kind.

CONJUNCTION PREVIEW My Score: _____%

For the following sentences underline the coordinating conjunction (only ***and***, ***but, or***, and ***nor***--the others will show up in later chapters); put brackets, **[ ]**, around the words that the conjunctions connect; and identify what kinds of sentence parts the conjunctions connect (for example, subjects, verbs, prepositional phrases, objects of prepositions).

11. Bill and Hans talked about beginning college and about their jobs.
12. Their jobs did not provide enough to pay the cost of tuition and books.
13. Each of them got some help from scholarships or from loans.
14. Neither the scholarships nor the loans covered all their expenses.
15. Bill really liked the scholarships but not the loans.

Coordinating conjunctions are words that join together words or groups of words as equals. That is what their name means: *coordinating* means that it puts the items on the same level (or order), and *conjunction* means that it joins the items. There are only seven:

and	***but***	***or***	***nor***	***for***	***yet***	***so***

Remembering these words is not difficult. But some people find it easier if they remember that the first letters of the words spell the phrase "FAN BOYS" (**F**or, **A**nd, **N**or, **B**ut, **O**r, **Y**et, **S**o). Three of the coordinating conjunctions—*and*, *or*, and *nor*—have only the one job joining items as equal. The other words are used often enough for other jobs that we need to check to make sure that they are actually joining two things as equals. Here are some examples:

EXAMPLE	**EXPLANATION**
Tuan ***and*** Marie arrived at the library.	Because *and* joins two subjects *Tuan* and *Marie,* it is a **coordinating conjunction**.

They studied their math ***and*** then worked on their business project.	Because *and* joins two predicates (verbs and their related words), it is a **coordinating conjunction**.
They could finish that project ***or*** begin their psychology papers.	Because *or* joins two predicates (verbs and their related words), it is a **coordinating conjunction**.
Neither the project ***nor*** the papers seemed inviting.	Because *nor* joins two subjects *project* and *papers,* it is a **coordinating conjunction**.
They chose the project, ***for*** it was due soon.	Because *for* joins two clauses, it is a **coordinating conjunction**. (See the next chapter for more information on clauses.)
The topic had been chosen ***for*** them.	Because *for* connects the pronoun *them* to the verb *had been chosen,* it is a **preposition**.
Finally the project was done, ***so*** then they began their papers.	Because *so* joins two clauses, it is a **coordinating conjunction**. (See the next chapter.)
The deadline was coming ***so*** soon.	Because *so* describes the adverb soon, it is therefore an **adverb** too.

Because coordinating conjunctions are important in choosing basic sentence punctuation, we will return to them in chapters 5 and 7. (If you are familiar with the term *subordinating conjunctions*, they are a different type of conjunction. That topic is covered in Chapter 5 under the heading of “clause signals.”)

TRY IT YOURSELF 1—COORDINATING CONJUNCTIONS	
SENTENCES	**INSTRUCTIONS**
1. Tuan studied by himself in the library. **+** Marie studied with her study partners. **=**	Combine these sentences with a coordinating conjunction: *and*, *but*, *or*, *nor*, *for*, *yet*, or *so*.
2. The due date was just a month away. **+** Marie started working on her paper. **=**	Combine these sentences with a coordinating conjunction: *and*, *but*, *or*, *nor*, *for*, *yet*, or *so*.
3. She had to start early. **+** Writing was very challenging for her. **=**	Combine these sentences with a coordinating conjunction: *and*, *but*, *or*, *nor*, *for*, *yet*, or *so*.
4. Tuan did research on the internet. **+** Tuan did research in the library's collection of books. **=**	Combine these sentences by using a coordinating conjunction (*and*, *but*, *or*, *nor*, *for*, *yet*, or *so*) to join two prepositional phrases and by eliminating unneeded words.
5. Marie could work well alone. **+** Alternatively, she could work well in groups. **=**	Combine these sentences by replacing a word with a coordinating conjunction: *and*, *but*, *or*, *nor*, *for*, *yet*, or *so*.

CONJUNCTION EXERCISE 1 My Score: _____%

For the following sentences underline the coordinating conjunction (only ***and***, ***but***, ***or***, and ***nor***--the others will show up in later chapters); put brackets, **[ ]**, around the words that the conjunctions connect; and identify what kinds of sentence parts the conjunctions connect (for example, subjects, verbs, prepositional phrases, objects of prepositions).

16. In this conversation and in conversations with others, they often complained about rising prices.

16. Both tuition and books seemed to go up in price every year.
17. The prices went up or seemed to go up by huge amounts each year.
18. The high costs gave Bill and Hans difficulties in sticking to a budget.
19. They hoped to get a better deal on books from another local bookstore or through an online bookstore.
20. They found some other sources of books and checked the prices.
21. The sources had some of the necessary books but not all of them.
22. Buying some books on line and buying others at local bookstores was inconvenient.
23. The books at online bookstores were neither easy to buy nor much cheaper.
24. They decided to economize some more and to continue to buy books at the college bookstore.

LESSON 2: MODIFIERS--ADJECTIVES AND ADVERBS

At this point we have covered all the basic sentence parts and connecting words in sentences. However, there are other words, known as ***modifiers***: words or word groups that change, "modify," the meaning of other words in the sentence.

ADJECTIVE AND ADVERB PREVIEW 1 My Score: _____%

For the following sentences underline and label each adjective or adverb. Draw an arrow to the word that it modifies. Identifying basic sentence parts (verb, subject, subject complement, and direct and indirect objects) first would help. The first adjective is done as a sample.

17. The grueling work at his old job had really tired Bill.
    Adj.

18. In the last month he had labored hard for thirty hours.

19. For several months Bill had worked for a small landscaping company.

20. The jobs for this landscaper were usually difficult and very dirty.

21. Normally the pay was too low for Bill's needs.

22. Recently the manager of a pizza place offered Bill a new job in the kitchen.

25. Since October this new job provided him much better wages.

26. Now at the beginning of the next quarter, he could pay the huge tuition bill without any trouble.

27. He no longer made periodic payments throughout the quarter.

28. Bill was very happy about this fortunate turn of events in his life.

Together adjectives and adverbs are called modifiers, words that change the meaning of other words in the sentence. The changes can be slight or drastic. For example, notice how the following sentence can be changed by the addition of either of two modifiers.

EXAMPLE	**EXPLANATION**
Students study in the library.	This sentence states a general rule.
Many students study in the library.	*Many* emphasizes how broad the rule is.
No students study in the library.	*No* reverses the meaning of the first sentence.

In the second sentence above the word *many* makes a slight change or modification of the idea in the first sentence. It makes it sound as if there are more students than the first sentence does. However, in the third sentence *no* seems to completely reverse the meaning of the first sentence. In both cases the words *many* and *no* are called adjectives —one of the two categories of modifiers.

We can define adjectives and adverbs by the jobs they do in a sentence. The distinction between the two is based upon the words in the sentence that they modify or change. Adjectives modify nouns and pronouns. Adverbs modify verbs, adjectives, and other adverbs. An easy way for most people to remember this is that adjectives have a special job—modifying nouns and pronouns. Adverbs are the all-purpose modifiers, ones that modify everything else. When we get to adverbs a little later, we will see how this distinction is helpful.

ADJECTIVES

Adjectives can be defined as any words that modify (describe) nouns or pronouns. They are traditionally described as answering questions like “What kind?” and “How many?” But they are helpful in describing nouns and pronouns in other ways as well. For example, *that* in the following sentence is an adjective: “That book is Bill’s.” *That* doesn’t tell what kind or how many, but it is still an adjective because it helps to identify the book that we are talking about. In this example *that* is called a demonstrative adjective—one that has the special job of pointing out which particular item we want to identify.

Adding to the difficulty of identifying adjectives is the fact that exactly the same word can be used either as an adjective or as another word (usually an adverb). Look at the two sentences below:

EXAMPLE	EXPLANATION
Only Maria bakes the tortillas.	Here *only* is an adjective because it modifies (describes) *Maria*, a noun. This sentence tells us that no one else does the baking.
Maria ***only*** bakes the tortillas.	Here *only* is an adverb because it modifies (describes) *bakes*, the verb of the sentence. This sentence tells us that she doesn't do other things, like mix the dough.

As you probably noticed in the preceding example, the only difference between the two sentences is the location of the word *only*. This is key in determining what the job of the modifier in a sentence is.

LOCATION OF ADJECTIVES

Adjectives are usually just before or just after the nouns or pronouns that they modify. They can also be in the position of a subject complement. In the following examples try to find a few words that make sense in the blanks. Those words are very likely to be adjectives.

EXAMPLE	EXPLANATION
1. We bought a _____ car yesterday.	Because the word that fills this slot is right in front of noun *car* it will usually describe *car* and be an adjective.
2. They _____ can go in my car because I have plenty of room.	If you can find a word to fit this slot that describes the *they*, it will be an adjective.

3. The roses looked _____.	The word that fills this slot is an adjective because it describes *roses* the sentence's subject (a noun). We know that it describes *roses* because it is linked to *roses* by the linking verb *looked*.

Sometimes you can have more than one adjective in front of the word that they all modify. This sentence gives an example:

EXAMPLE	**EXPLANATION**
They have a ***large two-story brick*** house.	*Large*, *two-story*, and *brick* are all adjectives because they all modify the noun *house*.

You can find more explanation of this pattern after the explanation of adverbs.

ARTICLES, POSSESSIVE NOUNS, AND PRONOMINAL ADJECTIVES

Although most words that describe nouns and pronouns can be called adjectives, there are three types of words that have traditionally been identified differently. If we tried to fill the blank in the following sentence, we might suggest many different kinds of word:

She bought _____ books.

If we came up with the word *several*, we would have an adjective. On the other hand, we could fill the blank with a word like *the, Martha's* or *her*. These words are usually assigned to categories other than adjectives. *The*, like *a* and *an*, is considered an ***article***. These words are used to introduce nouns and pronouns. Since there are only three of these words, they are not difficult to identify when we see them. So we will not cover them further here. *Martha's* is identified as a ***possessive noun***. These words use an apostrophe to show a close connection (possession in a broad sense of the word) between two terms. For example, the bold type words in the following phrases are possessive nouns: ***Alana's*** *theme*, *one* ***day's*** *pay*, and *the* ***table's*** *surface*. Although these words function as adjectives--describing the *theme*, the *pay*, and the *surface*--they are, for most grammatical purposes, treated like nouns. Possessives are covered in detail in Chapter 16. The word *her* goes by the technical sounding term ***pronominal adjective***—that is, an adjective that is formed from a

pronoun. The pronominal adjectives are used to show possession. The personal pronouns provide most of these adjectives—*my, your, her, his, its, our*, and *their*. Since most of the problems these words cause us are related to their origin as pronouns, we will cover them in chapters 8 and 9 rather than here.

ADVERBS

Adverbs are defined as any words that modify (describe) verbs, adjectives, or other adverbs. They are traditionally described as answering questions like “When?" “Where?” “How?” “How much?” and “How often?” These words a bit more difficult to identify because they are not all as easily located as adjectives.

LOCATION OF ADVERBS

When an adverb modifies a verb, it can usually be put in more than one location in the sentence and still make sense. Common locations for these adverbs are at the beginning or end of the sentence, before or after the verb, and between two words of a verb phrase. At least one adverb will fill all the slots in the following sentences. In every case that word will be an adverb that modifies the verb *will know*.

1. _____we will know the answer.
2. We _____will know the answer.
3. We will _____ know the answer.
4. We will know _____ what the answer is.
   (An adverb belongs here only with slightly different phrasing.)
5. We will know the answer _____.

When an adverb modifies an adjective or another adverb, it usually comes just before the adjective or adverb that it modifies.

EXAMPLE	**EXPLANATION**
1. The campus is _____ large.	The word that fills this slot will usually be an adverb that modifies the adjective *large*.
2. She learned the computer program _____ quickly.	The word that fills this slot will usually be an adverb that modifies the adverb *quickly*.

In some cases it may be difficult to tell an adverb from an adjective because we can have both inside a series of modifiers in front of a noun. Here are two sentences that illustrate the problem:

He operates ***several*** complex computers.
He operates ***very*** complex computers.

The question may arise about *several* and *very*. Are they adjectives describing the noun *computers* or are they adverbs modifying the adjective *complex*? In these two sentences we have one of each. To distinguish between an adjective and an adverb, ask yourself which word it describes. The traditional questions about adjectives and adverb (on the chart near the beginning of this chapter) can help answer this question. In the first case the *several* describes the *computers* because it answers the question "How many?" about *computers*. But in the second case *very* describes the adjective *complex* because it answers the question "How much?" about *complex*. In this specific kind of situation, there is another test that can help distinguish between the two:

TEST FOR MODIFIERS IN A ROW

Remove all the words between the word in question and the noun that follows the word.

1. If the phrase still makes sense after we remove the words, the modifier will usually be modifying the noun and therefore be an adjective.
2. Otherwise, it will be an adverb modifying the adjective after it.

For example, if we remove *complex* from these two sentences only one of the two sentences still makes sense.

He operates ***several*** computers.
He operates ***very*** computers.

"He operates *several* computers" makes sense, so we know that *several* modifies *computers* and is an adjective. On the other hand, "He operates *very* computers" doesn't make sense. Therefore, we know that *very* modifies *complex*, an adjective, and is thus an adverb.

SUMMARY OF ADJECTIVES AND ADVERBS

Since we know that adjectives modify nouns and pronouns and that adverbs modify the other words in a sentence, we can devise a few simple rules to help to identify adjectives and adverbs. Since all subjects and objects are nouns and pronouns, anything that modifies

them has to be an adjective. Subject complements can be nouns, pronouns, or adjectives. Only the ones that are nouns and pronouns are modified by adjectives. The rest of the subject complements are adjectives and are therefore described by adverbs. All the remaining modifiers are adverbs.

TEST FOR DISTINGUISHING ADJECTIVES AND ADVERBS

1. A word that describes a subject, an object, or a naming (noun or pronoun) subject complement is an adjective.
2. All other modifiers are adverbs.

These rules can be put into the graphic format below.

ADJECTIVES	modify →	SUBJECTS OBJECTS NAMING SUBJECT COMPLEMENTS
ADVERBS	modify →	ALL OTHER WORDS

ADJECTIVE AND ADVERB EXERCISES

For the sentences in the following exercises, underline and label each adjective or adverb. Draw an arrow to the word that it modifies. Identifying basic sentence parts (verb, subject, subject complement, and direct and indirect objects) first would help. The first sentence is an example. You do not need to label articles, possessive nouns, or pronominal adjectives.

ADJECTIVE AND ADVERB EXERCISE 1 My Score: _____%

1. Soon Bill would need textbooks for the next quarter.
   Adv. Adj.
2. He had often thought about the high price of textbooks.

3. How could he save some money on his textbooks?

4. He had recently checked the prices in the college bookstore.

5. Now he worried about the expense of books for next term.

6. The books for next term would cost him too much money.

7. Then on the next day he decided upon used books.

8. He checked the bookstore prices of used books for his English, math, and psychology classes.

9. Those prices also seemed too high.

10. New books were not much more expensive.

ADJECTIVE AND ADVERB EXERCISE 2 My Score: _____%

1. A college friend had once told Bill about other used books.

2. Sometimes students sold their old books to other students.

3. They would usually post signs on college bulletin boards.

4. He had occasionally seen the hand-made signs on the college campus.

5. They listed several used books and the asking prices.

6. On the sign the seller’s phone number was normally listed.

7. For some time Bill walked from one bulletin board to another.

8. He could not find any books for his math or psychology classes.

9. He did find only one notice for an English book.

10. The sign looked slightly yellow.

ADJECTIVE AND ADVERB EXERCISE 3 My Score: _____%

1. The corners of the sign seemed bent with age.

2. He quickly scratched down the student's phone number.

3. Immediately he found a pay phone.

4. He dropped his coin in the coin slot.

5. Then he dialed the phone number from the seemingly aged sign.

6. Hopefully Bill asked about the used book for his English class.

7. Bill was not very happy with the reply.

8. The tone of the student's voice sounded very disappointed.

9. He had already sold that book.

10. The sign had actually been left from last term.

ADJECTIVE AND ADVERB EXERCISE 4 My Score: _____%

1. The student had been too careless about the signs.

2. He had not remembered about them until Bill’s call.

3. Bill felt really grumpy because of his disappointing experience.

4. Later, though, he thought about it again.

5. He checked the bulletin boards for a second time.

6. Most of them looked like the last batch.

7. On this try, though, he did locate a fresh-looking sign for a math text.

8. Again he called the listed phone number.

9. This student sounded much more hopeful.

10. Also, the price of the used book was much lower.

ADJECTIVE AND ADVERB EXERCISE 5 My Score: _____%

1. He would meet the other student at lunch time.

2. They chose the campus cafeteria as their meeting place.

3. Bill felt confident about a reasonable price for the book.

4. He arrived early in the cafeteria for the meeting with the other student.

5. Soon the student walked up to him and showed him the book.

6. Bill's jaw immediately dropped.

7. This old, torn, marked-up book was not really usable.

8. He sadly turned down the battered math book.

9. He walked very dejectedly to the college bookstore.

10. There he bought the required math textbook for an apparently reasonable price.

ADJECTIVE AND ADVERB EXERCISE 6 My Score: _____%

1. Bill remembered an instructor's helpful advice about textbooks.

2. At the beginning of the term, the instructor had clearly explained about class preparation.

3. His explanation on this topic was long and very complete.

4. First, Bill checked the table of contents of the math book.

5. He slowly reviewed all of the topics in the text.

6. Some of the terms seemed quite technical.

7. Many of the terms were beyond his present understanding of math.

8. However, several of these terms were repeated in many chapter headings.

9. Those terms must be some of the most important ones.

10. He should probably study those terms very diligently.

ADJECTIVE AND ADVERB EXERCISE 7 My Score: _____%

1. Bill next checked the college Internet site for information about his math class.

2. The instructor had already provided students a syllabus for the next term.

3. On the syllabus were all of the reading assignments for the whole term.

4. First of all Bill noted the chapters on the syllabus.

5. Then he noted the chapters left off the syllabus.

6. The first set of chapters was certainly the important ones.

7. He could probably safely skip that second set of chapters.

8. After a review of the syllabus, he looked at the first chapter.

9. Most of that chapter looked rather familiar to Bill.

10. It appeared a brief review of parts of his last math class.

ADJECTIVE AND ADVERB EXERCISE 8 My Score: _____%

1. After Bill's review of the text, he next checked the dates on the syllabus.

2. On the syllabus were the due dates for reading assignments.

3. The date for the first chapter was the third day of the new term.

4. Early preparation for that class was obviously important.

5. Consequently, Bill began a thorough preview of the first chapter.

6. The beginning of the chapter quickly provided him a list of goals for the chapter.

7. He carefully compared that list with the topics in the chapter headings.

8. In addition, there were several bold italic terms in the text with definitions of the terms.

9. He made note of the familiar and unfamiliar terms in bold italics.

10. Finally, he read the chapter summary at the end.

ADJECTIVE AND ADVERB EXERCISE 9 My Score: _____%

1. Bill worked some problems at the end of the chapter.

2. He then checked the back of the book for the answers.

3. In the process one mistake became apparent.

4. One problem had given him a confusing piece of information.

5. It was stated in an unusual way.

6. He had not converted it into the normal format for the standard formula.

7. After an adjustment for that mistake, he made the correct calculations for the answer.

8. In another problem he had just made a careless error in his calculations.

9. There would be opportunities for more mistakes like that one throughout the upcoming term.

10. Therefore, he would constantly work on close attention to calculations.

ADJECTIVE AND ADVERB EXERCISE 10 My Score: _____%

1. Bill also checked the syllabus for texts and quizzes in his math class.
2. The instructor gave the students a test at the beginning of almost every week.
3. The first one, however, was at the end of the second week of the term.
4. It would cover the first two chapters of the text.
5. Consequently, Bill started a preview of the second chapter of the text.
6. It also seemed mainly a review of some reasonably familiar concepts from his last math class.
7. He looked ahead at the next chapter for a preview of its contents.

8. Finally the text began an explanation of some material new to him.

9. That material would provide Bill the first real challenge of the term.

10. As a result, he should certainly read that chapter before the class discussion of it.

ADJECTIVE AND ADVERB APPLICATION 1

Choose a section of 50 to 100 words from one of your previous papers and copy it or reprint it Mark all adjectives and adverbs as you have done in adjective and adverb exercises 1-10. Also draw arrows to show which words the adjectives and adverbs modify. You may find this exercise easier if you first mark all your subjects, verbs, direct and indirect objects and subject complements in a different color of pen or pencil.

LESSON 3: PREPOSITIONAL PHRASES CAN BE USED AS ADJECTIVES OR ADVERBS.

Longer, more complicated sentences are constructed according to the principles that we have covered so far in this book. The larger elements of a long and complicated sentence follow most of the same rules that you have already learned. Understanding the more complicated sentence is easier if you know that word groups (phrases and clauses) often work much like single words. Just as there are one-word adjectives and adverbs, there are groups of words that can serve as adjectives and adverbs. The prepositional phrases that we went over in Chapter 2 are one easy example.

ADJECTIVE AND ADVERB PREVIEW 2 My Score: _____%

For the following sentences underline and label each prepositional phrase used as an adjective or adverb. Draw an arrow to the word that it modifies. Identifying basic sentence parts (verb, subject, subject complement, and direct and indirect objects) first would help.

23. Recently the manager of a pizza place offered Bill a new job in the kitchen.

29. Since October this new job provided him much better wages.

30. Now at the beginning of the next quarter, he could pay the huge tuition bill without any trouble.

31. He no longer made periodic payments throughout the quarter.

32. Bill was very happy about this fortunate turn of events in his life.

Prepositional phrases work as either adjectives or adverbs. In Chapter 2 we talked about how prepositions connected two words in a sentence. (You can see examples on the chart at the beginning of this chapter to refresh your memory.) One of the words (almost always after the preposition) is called the object. The other word is the one that the whole prepositional phrase modifies. If the word that it

modifies is a noun or pronoun, the prepositional phrase is used as an adjective. If the word that it modifies is anything else, the prepositional phrase is an adverb.

EXAMPLE	**EXPLANATION**
The box ***in the garage*** has been put away.	The prepositional phrase describes *box*, a noun. So it is used as an adjective.
The box has been put away ***in the garage***.	The prepositional phrase describes *has been put*, a verb. So it is used as an adverb.

As you noticed in these examples, the only difference is the location of the phrase in *the garage*. In the first sentence the phrase modified what is right in front of it, the most common location for a prepositional phrase. In the second sentence it modifies the verb. It is relatively easy to identify what prepositional phrases modify. Most prepositional phrases modify either the word before the phrase or the verb. When the prepositional phrase is at the beginning of the sentence, it will almost always modify the verb of the sentence.

Identifying what prepositional phrases modify may not be a particularly valuable skill in learning how to write. However, it does help in understanding two very basic concepts: that word groups can function like simple adjectives and adverbs and that the location of the modifying word group makes a big difference in meaning. Contrast the meanings of the two examples about the box in the garage.

ADJECTIVAL AND ADVERBIAL PREPOSITIONAL PHRASE EXERCISES

For the sentences in the following exercises, underline and label each prepositional phrase used as an adjective or adverb. Draw an arrow to the word that it modifies. Identifying basic sentence parts (verb, subject, subject complement, and direct and indirect objects) first would help. The first sentence is an example.

ADJECTIVE AND ADVERB EXERCISE 11 My Score: _____%

1. Soon Bill would need textbooks <u>for the next quarter</u>.
   Adj.
2. He had often thought about the high price of textbooks.

3. How could he save some money on his textbooks?

4. He had recently checked the prices in the college bookstore.

5. Now he worried about the expense of books for next term.

6. The books for next term would cost him too much money.

7. Then on the next day he decided upon used books.

8. He checked the bookstore prices of used books for his English, math, and psychology classes.

9. Those prices also seemed too high.

10. New books were not much more expensive.

ADJECTIVE AND ADVERB EXERCISE 12 My Score: _____%

1. A college friend had once told Bill about other used books.

2. Sometimes students sold their old books to other students.

3. They would usually post signs on college bulletin boards.

4. He had occasionally seen the hand-made signs on the college campus.

5. They listed several used books and the asking prices.

6. On the sign the seller’s phone number was normally listed.

7. For some time Bill walked from one bulletin board to another.

8. He could not find any books for his math or psychology classes.

9. He did find only one notice for an English book.

10. The sign looked slightly yellow.

ADJECTIVE AND ADVERB EXERCISE 13 My Score: _____%

1. The corners of the sign seemed bent with age.

2. He quickly scratched down the student’s phone number.

3. Immediately he found a pay phone.

4. He dropped his coin in the coin slot.

5. Then he dialed the phone number from the seemingly aged sign.

6. Hopefully Bill asked about the used book for his English class.

7. Bill was not very happy with the reply.

8. The tone of the student’s voice sounded very disappointed.

9. He had already sold that book.

10. The sign had actually been left from last term.

ADJECTIVE AND ADVERB EXERCISE 14 My Score: _____%

1. The student had been too careless about the signs.

2. He had not remembered about them until Bill's call.

3. Bill felt really grumpy because of his disappointing experience.

4. Later, though, he thought about it again.

5. He checked the bulletin boards for a second time.

6. Most of them looked like the last batch.

7. On this try, though, he did locate a fresh-looking sign for a math text.

8. Again he called the listed phone number.

9. This student sounded much more hopeful.

10. Also, the price of the used book was much lower.

ADJECTIVE AND ADVERB EXERCISE 15 My Score: _____%

1. He would meet the other student at lunch time.

2. They chose the campus cafeteria as their meeting place.

3. Bill felt confident about a reasonable price for the book.

4. He arrived early in the cafeteria for the meeting with the other student.

5. Soon the student walked up to him and showed him the book.

6. Bill’s jaw immediately dropped.

7. This old, torn, marked-up book was not really usable.

8. He sadly turned down the battered math book.

9. He walked very dejectedly to the college bookstore.

10. There he bought the required math textbook for an apparently reasonable price.

ADJECTIVE AND ADVERB EXERCISE 16 My Score: _____%

1. Bill remembered an instructor’s advice about textbooks.

2. At the beginning of the term, the instructor had clearly explained about class preparation.

3. His explanation on this topic was long and very complete.

4. First, Bill checked the table of contents of the math book.

5. He slowly reviewed all of the topics in the text.

6. Some of the terms seemed quite technical.

7. Many of the terms were beyond his present understanding of math.

8. However, several of these terms were repeated in many chapter headings.

9. Those terms must be some of the most important ones.

10. He should probably study those terms very diligently.

ADJECTIVE AND ADVERB EXERCISE 17 My Score: _____%

1. Bill next checked the college Internet site for information about his math class.

2. The instructor had already provided students a syllabus for the next term.

3. On the syllabus were all of the reading assignments for the whole term.

4. First of all Bill noted the chapters on the syllabus.

5. Then he noted the chapters left off the syllabus.

6. The first set of chapters was certainly the important ones.

7. He could probably safely skip that second set of chapters.

8. After a review of the syllabus, he looked at the first chapter.

9. Most of that chapter looked rather familiar to Bill.

10. It appeared a brief review of parts of his last math class.

ADJECTIVE AND ADVERB EXERCISE 18 My Score: _____%

1. After Bill's review of the text, he next checked the dates on the syllabus.

2. On the syllabus were the due dates for reading assignments.

3. The date for the first chapter was the third day of the new term.

4. Early preparation for that class was obviously important.

5. Consequently, Bill began a thorough preview of the first chapter.

6. The beginning of the chapter quickly provided him a list of goals for the chapter.

7. He carefully compared that list with the topics in the chapter headings.

8. In addition, there were several bold italic terms in the text with definitions of the terms.

9. He made note of the familiar and unfamiliar terms in bold italics.

10. Finally, he read the chapter summary at the end.

ADJECTIVE AND ADVERB EXERCISE 19 My Score: _____%

1. Bill worked some problems at the end of the chapter.

2. He then checked the back of the book for the answers.

3. In the process one mistake became apparent.

4. One problem had given him a confusing piece of information.

5. It was stated in an unusual way.

6. He had not converted it into the normal format for the standard formula.

7. After an adjustment for that mistake, he made the correct calculations for the answer.

8. In another problem he had just made a careless error in his calculations.

9. There would be opportunities for more mistakes like that one throughout the upcoming term.

10. Therefore, he would constantly work on close attention to calculations.

ADJECTIVE AND ADVERB EXERCISE 20 My Score: _____%

1. Bill also checked the syllabus for texts and quizzes in his math class.

2. The instructor gave the students a test at the beginning of almost every week.

3. The first one, however, was at the end of the second week of the term.

4. It would cover the first two chapters of the text.

5. Consequently, Bill started a preview of the second chapter of the text.

6. It also seemed mainly a review of some reasonably familiar concepts from his last math class.

7. He looked ahead at the next chapter for a preview of its contents.

8. Finally the text began an explanation of some material new to him.

9. That material would provide Bill the first real challenge of the term.

10. As a result, he should certainly read that chapter before the class discussion of it.

ADJECTIVE AND ADVERB APPLICATION 2

Choose a section of 50 to 100 words from one of your previous papers and copy it or reprint it Mark all prepositional phrase as you have done in adjective and adverb exercises 10-20. Also draw arrows to show which words the prepositional phrases modify. You may find this exercise easier if you first mark all your subjects, verbs, direct and indirect objects and subject complements in a different color of pen or pencil.

CHAPTER 5:

CLAUSES AND VERBAL PHRASES

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that word groups can perform the functions of adjectives, adverbs, and nouns***
- ***Distinguish clauses from phrases***
- ***Understand the functions of adjective, adverb, and noun clauses***
- ***Identify adjective, adverb, and noun clauses by clause signals, location and their relationship to other parts of a sentence***
- ***Distinguish dependent and independent clauses***
- ***Identify adjective, adverb, and noun verbal phrases***
- ***Identify the number of independent clauses in sentences***
- ***Recognize the patterns of simple, compound, complex, and compound-complex sentences***

Until this point all of our sentences have been simple sentences. They may not have seemed simple! But a ***simple sentence*** is defined as one that has only one set of subjects and verbs. Some sentences had only one subject and verb, as in the earlier chapters, and some had several, as in Chapter 3. In all of these cases, there was only one set: every subject was the subject of every verb in the sentence. At this point we go into more complicated constructions, ones that have more than one set of subjects and verbs. We will also include some long word groups based on verbs that look at times as though they could contain a subject and verb but in reality do not. The most important reason for exploring these aspects of sentence construction is to determine how to use the most basic punctuation of the sentence. This punctuation includes the period at the end of the sentence and

the comma and semicolon between two ideas in a sentence. For example, this information will enable us to determine whether a comma or a semicolon would be the right punctuation in the blank in the following sentence:

> They went to the library to study in silence__ however, the library was anything but silent.

This sentence requires a semicolon. You may have figured that out by yourself, but many people who can usually answer questions like these often times don't really know the reason. Knowing the reason can greatly improve a writer's chances of consistently determining the correct answer.

The chart on the next page gives an overview of the different kinds of words and word groups that can fall into the basic word functions that we have covered in earlier chapters. It is based on the Basic Word Function Chart that you have seen in those chapters. Besides the addition of word groups, the chart has a few other changes. The category that previously contained nouns and pronouns is here called substantives. A ***substantive*** is simply a noun or anything that functions like a noun. For example, the term substantive includes anything that can be a subject of a sentence. The category that previously contained verbs is here called "predicate verbs." This term is used to distinguish between two kinds of verb forms. Some verb forms, ***predicate verbs***, can be used in combination with subjects to make sentences. The other forms, verbals, function like other kinds of words—like adjectives, adverbs, and noun. The shaded areas of the chart indicate the topics for this chapter.

WORD AND WORD-GROUP FUNCTIONS

BASIC SENTENCE PARTS

SUBSTANTIVES name things.

WORDS:	**WORD GROUPS:**
⇒ nouns ⇒ pronouns ⇒ gerunds	⇒ phrases • infinitive phrases • gerund phrases ⇒ noun clauses

PREDICATE VERBS assert things.

WORDS:	**WORD GROUPS:**
⇒ verbs	⇒ verb phrases (main verb and helping verbs)

MODIFIERS

Modify

Modify

ADJECTIVAL MODIFIERS

WORDS:	**WORD GROUPS:**
⇒ adjectives ⇒ participles	⇒ phrases • prepositional phrases • participial phrase • infinitive phrases ⇒ adjective clauses

Modify

ADVERBIAL MODIFIERS

WORDS:	**WORD GROUPS:**
⇒ adverbs	⇒ phrases • preposional phrases • infinitive phrases ⇒ adverb clauses

Modify

OTHER ADVERBS

CONNECTORS:

PREPOSITIONS join substantives (nouns, pronouns, etc.) to other words in the sentence.

CONJUNCTIONS join two or more words or groups of words.

The most important concept in this chapter is to define the clause and its role in the sentences. A ***clause*** is a group of words that contains both a subject and a verb. Chapter 1 pointed out that all sentences must have a subject and a verb. At this point we need to distinguish between two types of clauses: independent clauses and dependent clauses. An ***independent clause*** is a group of words that makes a complete statement; in other words, it can be a complete sentence by itself. On the other hand, a ***dependent clause*** is a group of words which contains a subject and a verb but which *depends* upon another clause (the independent clause) for its meaning. The major reason for distinguishing between these clauses is that the independent clause *can* stand alone as a sentence and the dependent clause *cannot* stand alone as a sentence. This difference is critical in determining the correct punctuation of our sentences.

LESSON 1: DEPENDENT CLAUSES

To determine whether clauses are dependent or independent, it is best to focus first on identifying dependent clauses. (Those that are not dependent will then be independent.)

CLAUSE AND PHRASE PREVIEW 1 My Score: _____%

For the following exercises, underline subjects once and verbs twice. Circle clause signals, underline and label dependent clauses (as noun, adjective, or adverb), and draw a box around verbal nouns, adjectives, and adverbs. Count the number of independent clauses.

1. During her years in middle school, Caitlin enjoyed music and drama.
2. When she was in sixth grade, she played the flute in the school band.
3. She switched to the bassoon, which was more challenging to her.
4. She earned the first chair for the bassoon because she practiced regularly.
5. When Caitlin was in high school, she decided that she would become a professional musician.
6. She would become a concert bassoonist after she graduated from college.
7. Her parents were very encouraging, and she appreciated their support.
8. Her bassoon instructor, who had played in orchestras in New York and Los Angeles, thought that Caitlin had great promise.
9. He told her, however, that she should practice for several hours every day, even when she did not feel like it.
10. In some cases Caitlin practiced a piece so long that she felt that the piece was a part of her.

Dependent clause can be recognized in three ways: their function, their position, and their dependent clause signals. First of all, each group of words serves a single function in the sentence, a function like that of a noun, an adjective, or an adverb. Thus we have three kinds of dependent clauses: noun clauses, adjective clauses, and adverb clauses. Secondly, each type of clause is found in a position typical for adjectives, adverbs, and nouns. Thirdly, each kind of dependent clause has a set of typical "dependent clause signals" which are used to mark the beginning of the dependent clauses. Let us take up each of these characteristics in turn.

Dependent clauses give us a great way of connecting ideas from separate sentences in a single, clearer sentence. They enable us to do so by making the idea from one of the sentence serve as an adjective, an adverb, or as a noun in the other sentence. Let us take the adjective clause first

ADJECTIVE CLAUSES

Adjective clauses do much the same thing as adjectives do, but they allow us to express much more complicated ideas than simple adjectives do. The primary way to identify adjective clauses is the job or function they perform in the sentence. The clauses' placement and their clause signals are also helpful.

ADJECTIVE CLAUSE FUNCTION

We create adjective clauses when we make the idea of one sentence describe a noun in another one. We can do this when both sentences mention the same subject. Consider the following examples in which we combine two sentences in one. In the combined sentences the **dependent clause is in bold type.**

EXAMPLE	**EXPLANATION**
She wrote a theme. + <u>It was thirty pages long.</u>	We can combine these sentences with the word *that* because they both mention the theme (*theme* and *it*).
= She wrote a theme ***that*** **was thirty pages long.**	In this case *that* replaces *it* and is the subject of the verb *was* just as *it* was.

We could express much the same idea as the adjective clause if we wrote a sentence like this:

She wrote a *thirty-page* theme.

In this sentence it is clear that *thirty-page* describes *theme* and is therefore an adjective. The clause that does the same job for us is called an adjective clause.

Here is another example:

EXAMPLE	**EXPLANATION**
Students receive many services. + <u>They attend our college.</u> = Students ***who* attend our college** receive many services.	These sentences make much better sense when they are combined with *who*. In this case *who* replaces *they* and is the subject of *attend* just as *they* was.

This sentence seems a bit more complicated than the first one because the adjective clause is place right in the middle of the independent one, splitting the independent clause into two parts. This is quite correct. The reason is that connecting words like *who* need to be right after the word to which they refer. In this case *who* refers to *students,* so it must be right after it. Again we can see that in this case the adjective clause can be replaced with adjectives:

Our college's students receive many services.

So we can see that the adjective clause again does just what an adjective does. You might ask what use the clauses are if they are just longer versions of adjectives. That is a very good question. The value is that we can use the adjective clauses where there is no simple adjective that will do the job for us. Here is a final example:

EXAMPLE	**EXPLANATION**
Juan is really my cousin. + <u>You met him yesterday.</u> = Juan, ***whom* you met yesterday**, is really my cousin.	Here we can connect our two comments about Juan by using *whom*. Here *whom* replaces *him* and is the direct object of *met* just as *him* was.

This example is different from the preceding ones in that we replace a direct object with a connecting word instead of replacing a subject. (You may notice that we used *whom* here instead of *who*. The reason is

the *whom* is the object form just like *him* is.) Again, as in the second example, the adjective clause has to be placed right after the word it refers to, *Juan*.

ADJECTIVE CLAUSE LOCATION

Adjective clauses are typically placed right after the noun or pronoun that they modify. This placement is similar to that of a few simpler adjectives. As we saw in two of the examples above, adjective clauses are placed right in the middle of the independent clauses. That may seem awkward, but it is necessary for them to be close to the word that they modify. The reason for this is that the adjective clause could modify any number of nouns or pronouns in a sentence as long it is close to them.

EXAMPLE	**EXPLANATION**
Caitlin met Marie. + Caitlin was on her way to class. = Caitlin met Marie, ***who* was on her way to class.** = Caitlin, ***who* was on her way to class**, met Marie.	In these two sentences it is clear who was on her way to class. In these two sentences only the placement of the *who* clause tells us which of the two was on her way to class.

ADJECTIVE CLAUSE SIGNALS

We can often detect the presence of an adjective clause by the clause's signal. The most common adjective clause signals—*that, who, whom, whose*, and *which*—are more technically called relative pronouns.

Common Adjective Clause Signals	**Other Adjective Clause Signals**
that, who, whom, whose, which	*whereby, when, where, why*

TRY IT YOURSELF 1—ADJECTIVE CLAUSES	
SENTENCES	**INSTRUCTIONS**
1. Marie was pleased with her grade on her test. **+** <u>She had studied hard all week.</u> **=**	Combine these sentences by replacing a word with the adjective clause signal ***who.***
2. Everyone thought that the test was difficult. **+** <u>Everyone took the test.</u> **=**	Combine these sentences by replacing a word with an adjective clause signal: ***who*** or ***whom.***
3. The tutor was talking to a student. **+** <u>She was helping the student with his math homework.</u> **=**	Combine these sentences by replacing a word with an adjective clause signal: ***who*** or ***whom.***
4. The college honored the outstanding student. **+** <u>The student was nominated by the Spanish Club.</u> =	Combine these sentences by replacing word(s) with an adjective clause signal: ***who or whom.***
5. The college sponsored the concert. **+** <u>The concert was performed by the student orchestra.</u> **=**	Combine these sentences by replacing one word with an adjective clause signal: ***who***, ***whom***, ***whose***, ***that***, ***which***, etc.

ADVERB CLAUSES

Adverb clauses give us another useful way of combining what would be short but unclear sentences.

ADVERB CLAUSE FUNCTION

Adverb clauses are different from adjective clauses because the adverb clauses modify verbs, adjectives, and adverbs. Most of them modify the verb of another clause. But it is not always easy to see that. In most of these cases, we can see that the adverb clause adds information that

helps understand another clause, but we cannot always see the connection with the verb of that clause. The difficulty we have is real. The connection with the verb is sometimes more theoretical than real. Here is one way to understand. The verb is the "heart" of the sentence. If you remember from Chapter 1, we can have a sentence with only the verb expressed (as in the command, "Begin your test now."). So any clause that modifies another clause as a whole is thought of as modifying that clause's "heart," the verb. It is, accordingly, identified as an adverb clause. Whenever you combine sentences so that one is used to add information that is logically connected to the whole idea of the other sentence, you have an adverb clause.

Here are the examples:

EXAMPLE	**EXPLANATION**
We left the cafeteria. + <u>Then you arrived.</u> = We left the cafeteria ***before* you arrived.**	We can connect these ideas with *before* to show what time we left. The subjects and verbs are the same as those of the original sentences.
She went home for a reason. + <u>She was tired.</u> = She went home ***because* she was tired.**	We can connect the ideas with *because* to show that one idea is a reason for the other. Again subjects and verbs are the same.
You might have difficulties. + <u>In that case I will help you.</u> = ***If* you have difficulties**, I will help you.	We can more clearly show the connection between these two ideas by using *if*. Here the verb changed because *if* expresses the idea *might* did in the original sentence.

ADVERB CLAUSE LOCATION

Adverb clauses are found where adverbs are found in sentences. If an adverb clause modifies the verb of an independent clause, we can usually put the adverb clause before or after the independent clause. The two following sentences both make perfectly good sense despite the location of the dependent clause.

If you have difficulties, I will help you.

I will help you **if you have difficulties.**

On the other hand, adverb clauses that modify adjectives and adverbs need to be close to the adjective or adverb that they modify. Here is one example using the *so that* clause signal—one that is often separated with an adjective or adverb between the parts (as it is here):

His paper was **so** late **that he felt embarrassed to hand it in**.

If the clause were not placed near the adjective *late*, the sentence wouldn't make much sense.

ADVERB CLAUSE SIGNALS

The words that can often signal the beginning of an adverb clause are these*:*

Adverb Clause Signals	**Adverb clause signals that can also be prepositions**
although, as if, as though, if, once, so that, than, though, unless, when, whenever, whereas, wherever, while,	*after, as, before, since, till, until, because* (*Because* is a preposition only when it is used in the group preposition *because of*.)

Note these two warnings about adverb clauses. First, the clause signals must be followed by a subject and a verb to produce a complete clause. For example, "after the *class ended*" is a clause because it contains both a subject and a verb. But "after the class" is not a clause because it does not have a verb. In this case it is a prepositional phrase. You may notice that several of the adverb clause signals are also in the list of prepositions in Chapter 2. Second, the clause signal *than* is often followed by just one word, but it is still considered a clause signal.

EXAMPLE	**EXPLANATION**
Mike did better on the math test **than I**. Mike did better on the math test **than I did.**	In the first version of the sentence, the clause is shortened because there is no need to repeat the verb *did*. *Me* would be incorrect after *that*.

TRY IT YOURSELF 2—ADVERB CLAUSES	
SENTENCES	**INSTRUCTIONS**
1. Everyone left the classroom. **+** A textbook still sat on one of the desks. **=**	Combine these sentences with the adverb clause signal ***after.***
2. Marie did well on her final exams. **+** She studied consistently for the entire quarter. **=**	Combine these with the adverb clause signal ***because.***
3. You may need some help with your math. **+** In that case the tutoring center provides tutors. **=**	Combine these sentences by changing some words and using the adverb clause signal ***if***.
4. Marie did well on all of her final exams. **+** But she was concerned about next term's classes. **=**	Combine these sentences by replacing one word with an adverb clause signal: ***after***, ***although***, ***as***, ***as if***, ***because***, etc.
5. The next term's classes were extremely critical. **+** She could not complete her degree without them. **=**	Combine these sentences by replacing one word with an adverb clause signal: ***after***, ***although***, ***as***, ***as if***, ***because***, ***before***, ***if, once***, ***since***, ***so that***, etc.

NOUN CLAUSES

Noun clauses follow the pattern of adjective and adverb clauses. Noun clauses are ones that replace nouns. They also give us another way to clarify our meaning by combining shorter sentences.

NOUN CLAUSE FUNCTION

Noun clauses are like the other clauses in another way: they act like their namesake, nouns. With noun clauses we can combine sentences so that one clause is used to make a statement about the idea that the other one names. Most commonly the noun clause will be used as a direct object of the verb of another clause. But they can also be used as subjects, complements, and some other nouns in a sentence. Here are some examples of noun clauses used as direct objects:

EXAMPLE	**EXPLANATION**
We believe this **idea**. + <u>All people are created equal.</u>	We can link these two ideas together very easily by using *that*.
= We believe **that all people are created equal**.	Notice that the new clause replaces the direct object *idea,* so the whole clause is the direct object of the verb *believe*.
He may have bought his books. + <u>I can find out the **information**.</u>	Separately these sentences are not very clear. *Whether* clearly links them.
= I can find out **whether he has bought his books**.	The new clause replaces the direct object *information* and becomes the direct object of the verb *find*.
When did he arrive? + <u>She must know the **answer**.</u>	*When* can clearly link these two ideas.
= She must know **when he arrived**.	The new clause replaces the direct object *answer* and becomes the direct object of the verb *know*.

NOUN CLAUSE LOCATION

Noun clauses are placed right where we would expect a noun. They are after a verb, where we would expect a direct object or subject complement. In some cases they are where the subject of the sentence would be. In others they are where objects of prepositions would be. Almost anywhere you could expect a noun, you can have a noun clause.

NOUN CLAUSE SIGNALS

Common Noun Clause Signals	**Other Noun Clause Signals**
how, that, what, whether, which, who, whom, whose, why	*when , whatever, whoever, whomever*

TRY IT YOURSELF 3—NOUN CLAUSES	
SENTENCES	**INSTRUCTIONS**
1. Caitlin needed to know something. **+** <u>When was the internet first used?</u> **=**	Combine these sentences with the noun clause signal ***when*** and by rearranging some words.
2. She discovered the information. **+** <u>The internet began after she entered first grade.</u> **=**	Combine these sentences by replacing word(s) with the noun clause signal ***that.***
3. Who started the internet? **+** <u>The article didn't tell her the answer.</u> **=**	Combine these sentences with the noun clause signal ***who*** and by removing some words.
4. The federal government might support the internet. **+** <u>The article did not tell her this information.</u> **=**	Combine these sentences with the noun clause signal ***whether*** and by rearranging some words.
5. Where could she find this information? **+** <u>She really needed to know that.</u> **=**	Combine these sentences with the noun clause signal ***where*** and by rearranging some words.

DEPENDENT CLAUSE SUMMARY

Of the different characteristics of clauses, only their function will really tell you what kind of clause you have. The clause signals, on the other hand, are much easier to recognize than the clause functions. Here is a table of dependent clauses signals (the less common ones are in parentheses):

CLAUSE SIGNALS

ADVERB CLAUSES	**ADJECTIVE CLAUSES**	**NOUN CLAUSES**
After*	That	How
Although	Who	That
As*	Which	What
As if	Whom	Whatever
As though	Whose	When
Because*	(When)	Whether
Before*	(Where)	Which
If	(Whereby)	Who
Once	(Why)	Whoever
Since*		Whom
So that		Whomever
Though		Whose
Till*		Why
Unless		
Until*		
When		
Whenever		
Wherever		
While		
(Than)		
(Whereas)		

WARNINGS:

1. Some of the signals can serve to introduce two different kinds of dependent clauses--for example, *that* and *who*.

2. Some of the signals have other jobs.

   That can be a simple pronoun: "That makes sense."
   The adverb clause signals marked with the asterisk (*) can be prepositions: ("After class" is a prepositional phrase, but "After class ***ended***" is an adverb clause because it has a subject and a verb.) *Because* can be a preposition in the phrase *because of*.

3. Some can be omitted as long as the sentence still makes good sense.

The one word ***that*** probably causes more confusion that all the rest. Here are examples of it various uses.

EXAMPLE	**EXPLANATION**
He knows **that** you are concerned. He knows the problem **that** concerns you. He is **so** concerned **that** he will help you.	In these three examples *that* plays the roles of all three kinds of clause signals. In the last one the whole clause signal is *so that*.
He knows a solution **that** makes sense. **That** makes sense. **That** idea makes sense.	In the first case *that* is the clause signal (relative pronoun) because the clause "that makes sense" describes the solution. But in the second case it is an ordinary pronoun (not a clause signal), and in the third case it is an adjective describing *idea*.
He knows **that** you are concerned. He knows you are concerned.	These two cases have equivalent noun clauses. But one uses the clause signal *that* and the other omits it because it is not completely necessary.

TESTS FOR IDENTIFYING DEPENDENT CLAUSES

TO IDENTIFY DEPENDENT CLAUSES

1. **Look for** a clause **signal**.
   - See the list on the previous page.
   - Make sure the word group has both a subject and verb.
   - Watch out for words on the list that have other uses.

2. **Locate** the clause's **position** in relation to other sentence parts.
   - Clauses after verbs are often *noun clauses.*
   - Clauses after nouns or pronouns are often *adjective clauses*.
   - Clauses that can be moved to another part of the sentence without changing the meaning are often *adverb clauses*.

3. **Lock down** the clause's **function**.
   - A *noun clause* states an idea that the rest of the sentence talks about.
   - An *adjective clause* describes the noun or pronoun before the clause.
   - An *adverb clause* usually describes a verb (though these clauses often seem to describe the whole idea of another clause). Adverb clauses sometimes describe adjectives or adverbs (particularly the ***so . . . that*** clause signal.

EXERCISES

For the following exercises, underline subjects once and verbs twice. Circle clause signals, underline dependent clauses, and label them as noun, adjective, or adverb. Count the number of independent clauses.

CLAUSE AND PHRASE EXERCISE 1 My Score: _____%

1. While she was practicing, Caitlin sometimes became very involved in the music.
2. The music that she enjoyed usually had a strong melody.
3. She played these pieces to relax, and they seldom failed her.
4. They raised her spirits if she was feeling gloomy.
5. They also comforted and calmed her after she spent hours studying for her many classes.
6. She could usually tell which pieces of music would capture her interest.
7. One piece of music would repel her as soon as she read it.

8. Another piece of music seemed so fascinating that she would work on it for hours without a break.
9. Only rarely was there a composition whose melody would grow on her after long practice.
10. After she practiced it for days, she finally appreciated its complex melody.

CLAUSE AND PHRASE EXERCISE 2 My Score: _____%

1. She realized that such a complex melody was not apparent at first.
2. She usually treasured such pieces, for each of them had a complex character like that of a person.
3. The complex melodies, which grew on her over time, made these pieces special treasures for her.
4. Whenever she chose a piece for a recital, she preferred the complex ones.
5. For days before a performance, she would play the piece that she had chosen until it became second nature to her.
6. She would play the piece one way and then play it another way so that she could feel all the possible interpretations of the piece.
7. She often asked herself whether she was giving the piece the interpretation that the composer had intended.
8. Finally, just a day or two before the performance, she would decide that one interpretation made better sense than the others did.
9. When the day came for the performance, she constantly replayed the music in her head so clearly that she could nearly hear it.
10. In the last few minutes while she was waiting for the performance, she would feel very nervous, as if all of her nerves were being stimulated at the same time.

CLAUSE AND PHRASE EXERCISE 3 My Score: _____%

1. When it was time for her performance, Caitlin ignored the nervousness that had been afflicting her.
2. Then she went on stage, and she became a completely different person.

3. Although the nervousness was still there, she believed that she would perform her best.
4. Nobody in the audience knew that she had been shaking just a few seconds before she came on stage.
5. After the first few minutes, she was no longer nervous; she just concentrated on the music itself.
6. Even though she was aware of the audience, which contained many people whom she wanted to please, they faded to the back of her consciousness.
7. By the end of the piece she felt thrilled, almost ecstatic, because she felt that she had completed an excellent performance.
8. When she had sounded the last note, it seemed forever before the audience responded.
9. Usually their applause felt extremely heartwarming because it showed that they shared her approval of her accomplishment.
10. After the performance, however, when she met with friends and family members, she felt somewhat embarrassed by the praises that they heaped upon her.

LESSON 2: VERBALS

We met ***verbals*** back in Chapter 3. They are the forms of verbs that are put to work as adjectives, adverbs, and nouns.

CLAUSE AND PHRASE PREVIEW 2 My Score: _____%

For the following sentences underline the subject once and the verb twice. Circle any verbals and indicate whether they serve as nouns, adjectives, or adverbs.

1. Working on the grounds crew was real work.
2. Mike had been working on the grounds crew for several months.
3. Mike did not like gardening.
4. The appeal of gardening completely escaped him.
5. He did not like to dig in the dirt.
6. Digging seemed very boring to him.
7. It gave him only soiled hands and a tired back.
8. To avoid working in the garden, he would do almost anything.
9. Weeding was the job to avoid in particular.
10. He did not want to touch the weeds growing in the garden.

As writers we like verbals because they allow us a shorter way of saying something that could otherwise require a longer clause. But they do cause us problems. They can be confused with clauses because in some ways they look similar. And they can cause us some of the worst headaches trying to correctly phrase our sentences; like ordinary adjectives, verbals used as adjectives must be placed in the right location to say what we want them to say. In this section we will focus on distinguishing them from clauses and on identifying the ones that can be used as modifiers.

VERBAL FORMS

The easiest way to identify a verbal and distinguish it from the verb of a clause is to know its forms and its uses. Verbals can take only the following three forms:

FORM	*to* + VERB	VERB + *ing*	Verb + *ed* (**or** other past participle form)
NAMES	Infinitive (verbal noun, adjective, and adverb)	Gerund (verbal noun) Present participle (verbal adjective)	Past participle (verbal adjective)
EXAMPLES	to help to be helped to have helped to have been helped	helping being helped having helped having been helped	helped written thought run

The ***infinitive*** form (*to* + VERB) has may uses, but it is never a real verb. The VERB + *ing* form can be used as a noun or as an adjective. It is never a real verb **without** a helping verb in front of it. The past participle (VERB + *ed* or other past participle form) is often the same form as a normal past tense verb. The only way to tell the difference is to ask whether it is used as an adjective, to describe a noun or pronoun.

VERBAL ADJECTIVES

Three forms of verbals are used as adjectives. They go by the names infinitive, present participle, and past participle. These forms are used to describe nouns and pronouns. In the following section, we will see some examples of ways in which two sentences can be combined both by making one an adjective clause and by making one a verbal adjective. In first example we will see ways of using the infinitive (*to* + VERB) as an adjective.

EXAMPLE	**EXPLANATION**
That is the Web site. + <u>You should consult it.</u> = That is the Web site **that you should consult**.	Two separate sentences discuss the same subject, the Web site. The adjective clause modifies *site*.
= That is the Web site **to consult**.	The verbal adjective *to consult* modifies *site*.

Here is an example of the way in which the ***present participle*** (VERB + *ing* ending used as an adjective) can be used:

EXAMPLE	**EXPLANATION**
She found the Web page. + It contained the information.	Two sentences mention the Web page.
= She found the Web page **that contained the information.**	The adjective clause modifies *page*.
= She found the Web page **containing the information**.	The verbal adjective *containing* modifies *page*.

The last verbal adjective is the **past participle** (the VERB + *ed* or other past participle ending).

EXAMPLE	**EXPLANATION**
We could use the information. + The Web page provided it.	Two sentences mention the Web page.
= We could use the information **that the Web page provided.**	The adjective clause modifies *information*.
= We could use the information **provided by the Web page**.	The verbal adjective *provided* modifies *information*.

TRY IT YOURSELF 4—VERBAL ADJECTIVES	
SENTENCES	**INSTRUCTIONS**
1. Google seemed the search site. **+** <u>You should use it first.</u> **=**	Combine sentences and replace the second verb with an infinitive (*to* + VERB) used as an adjective.
2. She was looking for a web page. **+** <u>That web page would contain the history of the internet.</u> **=**	Combine these sentences and replace the second verb with a present participle (a verbal adjective ending with ***–ing***).
3. She finally found the information. **+** <u>The information was provided on a government web site.</u> **=**	Combine these sentences and replace the second verb with a past participle (a verbal adjective ending with ***–ed***).

VERBAL ADVERBS

Verbal adverbs are not too common, and there is only one form, the infinitive (*to* + VERB). Like other adverbs, they can modify verbs, adjectives, and other adverbs. Here is an example of one that modifies an adjective:

EXAMPLE	EXPLANATION
The assignment was difficult. + <u>He could barely complete it on time.</u> = The assignment was **so** difficult **that he could barely complete it on time.** = The assignment was difficult **to complete on time.**	Two sentences do not specifically show the connection between them. The clause signal *so . . . that* shows the connection between the ideas. The adverb clause modifies the adjective *difficult*. The verbal adverb *to complete* modifies the adjective *difficult*.

He should have begun the assignment earlier. + He would do a good job.	These two sentences do not provide a clear connection between them.
= He should have begun the assignment earlier **so that he could do a good job.**	The clause signal *so that* shows that the second idea is the reason for the first one. The adverb clause modifies the verb *should have begun*.
= **To do a good job**, he should have begun the assignment earlier.	The verbal adverb *to do* modifies the verb *should have begun*.

TRY IT YOURSELF 5—VERBAL ADVERBS	
SENTENCES	**INSTRUCTIONS**
1. Google was easy. **+** She used it. **=**	Combine sentences and replace the second verb with an infinitive (*to* + VERB) used as an adverb.
2. She needed a productive search site. **+** She would complete her research quickly. **=**	Combine sentences and replace the second verb with an infinitive (*to* + VERB) used as an adverb.

VERBAL NOUNS

Two verbal forms are used as nouns. The first is the ***gerund*** (VERB + *ing* used as a noun.) It can be used almost anywhere a regular noun can be—as subject, direct or indirect object, subject complement, and object of a preposition. Here is an example of a gerund used as a direct object:

EXAMPLE	EXPLANATION
Had she cheated on the test? + <u>She denied **it**.</u> = She denied **that she had cheated on the test.**	One sentence awkwardly refers to the other one with the word *it*, the direct object of the verb *denied*. The noun clause is the direct object of the verb *denied*.
= She denied **cheating on the test**.	The verbal noun *cheating,* along with its accompanying words, is the direct object of the verb *denied*.

The second verbal noun is the infinitive (*to* + VERB). It can be used as a subject, direct object, or subject complement. Here is an example of one used as a direct object.

EXAMPLE	EXPLANATION
She should revise her paper. +<u>The instructor told her **this**.</u>	One sentence awkwardly refers to the other one with the word *this*, the direct object of the verb *told*.
= The instructor told her **that she should revise her paper.**	The noun clause is the direct object of the verb *hope*.
= The instructor told **her to revise her paper**.	The verbal *to revise*, along with its accompanying words, is the direct object of the verb *hope*.

TRY IT YOURSELF 6—VERBAL NOUNS	
SENTENCES	**INSTRUCTIONS**
1. She enjoyed this activity. **+** <u>She did most of her research on the internet.</u> **=**	Combine sentences and replace the second verb with a gerund (VERB + ***ing*** used as a noun).
2. Her instructor had told her this advice. **+** <u>She should use other kinds of resources for her paper.</u> **=**	Combine sentences and replace the second verb with an infinitive (***to +*** VERB) used as a noun.

VERBAL SUMMARY

Verbals are very useful in phrasing our sentences. One of their most useful aspects is at the same time their most confusing one. It is the fact that when the verb of a sentence is changed into a verbal, it can still take with it almost all the words that follow a normal verb. All of these additional words (along with the verbal itself) are called a ***verbal phrase***.
Here are some examples:

	EXAMPLE	**EXPLANATION**
ADVERBS	She works quickly. + She likes that. = She likes to work quickly.	*Quickly* modifies the verb *works*. *Quickly* modifies the infinitive *to work.*
PREPOSITIONAL PHRASES	He studies in the library. + He likes that. = He likes to study in the library.	*In the library* modifies the verb *studies*. *In the library* modifies the infinitive *to study.*
OBJECTS	She plays baseball. + She likes it. = She likes to play baseball.	*Baseball* is the direct object of the verb *plays*. *Baseball* is the direct object of the infinitive *to play*.
COMPLEMENTS	I feel tired in the morning. + I hate that. = I hate to feel tired in the morning.	*Tired* is the subject complement. *Tired* is still a complement.

Because the verbal phrase looks so much like a clause, it can be mistaken for one. The important distinctions are that the verbal phrase does not contain a subject and a verb and a verbal does not change its form when the time (tense) of the sentence is changed.

TESTS FOR IDENTIFYING VERBAL PHRASES

TO IDENTIFY VERBALS

1. **Look for** a verbal **form**.
   - ***To*** + a VERB.
   - VERB + ***ing*** ending without a helper.
   - VERB + an ***ed*** ending or another past participle form (e.g., ***written, thought, run)***. (WARNING: The VERB + ***ed*** form can be a regular verb.)

2. **Locate** the verbal's **position** in relation to other sentence parts.
   - *Verbal nouns* are located where subjects, objects, and naming subject complements are.
   - *Verbal adjectives* are located before or (more often) after nouns or pronouns.
   - Verbal adverbs can often be moved to another part of the sentence without changing the meaning.

3. **Lock down** the verbal's **function**.
   - A *verbal noun* names an action.
   - A *verbal adjective* describes the noun or pronoun after or before it.
   - A *verbal adverb* usually describes a verb (though they often seem to describe the whole idea of a clause). Verbal adverbs sometimes describe adjectives or adverbs.

EXERCISES

For the following sentences underline the subject once and the verb twice. Circle any verbals and indicate whether they serve as nouns, adjectives, or adverbs.

CLAUSE AND PHRASE EXERCISE 4 My Score: _____%

1. Studying for some classes was hard for Mike.
2. But working on the grounds crew was harder.
3. He really preferred to study for almost any class.
4. Recently Mike's main assignment was to weed the planting beds.
5. Some days Mike worked only on pulling weeds.
6. Doing the job had some rewards.

7. The gardening work provided him the cash required for tuition.
8. By working in campus gardens, Mike also got some needed physical exercise.
9. On top of that, he sometimes felt pride in looking at the freshly weeded beds.
10. Also, to find a better job, he might have had to travel far from campus.

CLAUSE AND PHRASE EXERCISE 5 My Score: _____%

1. Sometimes Mike got to trim bushes and trees along the campus trails.
2. Trimming small branches required pruning shears.
3. To cut the larger limbs, he had to use a chain saw.
4. His supervisor taught him the way to use the chain saw in the approved manner.
5. At first Mike only cut up branches cut from trees by others working on his crew.
6. After doing that chore, he was instructed in the techniques of cutting limbs from trees.
7. Again his supervisor taught him about doing it the right way.
8. But using a chain saw created some frightening situations.
9. To cut some limbs, Mike had to climb high on a ladder leaning against a tree trunk.
10. Often the most appreciated part of the job was getting down from the tree in one piece.

CLAUSE AND PHRASE EXERCISE 6 My Score: _____%

1. Mike's favorite job was mowing the lawn.
2. Riding on the large tractor, Mike felt powerful.
3. After mowing the lawn, Mike felt satisfied.
4. He could see acres of grass sculpted by his work.
5. He also liked working with the experienced professional staff on the crew.
6. They offered Mike some interesting perspectives on campus life.
7. He learned about the hundreds of people working behind the scenes.

8. The college required many people to maintain the campus.
9. Many students and teachers did not notice these people's unappreciated efforts.
10. Mike benefited both from working with the grounds crew and from studying for his classes.

LESSON 3: POSSIBLE COMBINATIONS OF CLAUSES AND PHRASES

TWO OR MORE INDEPENDENT CLAUSES

This chapter has covered a huge range of sentence parts. But there is one more item that needs mention before a complete summary of the chapter. In addition to using clause signals and verbals, we can combine separate sentences in a way that allows both clauses to remain independent of each other. The first method for doing this is the use of the coordinating conjunctions mentioned in Chapter 4. The seven coordinating conjunctions are these:

and	***but***	***or***	***nor***	***for***	***yet***	***so***

Besides using these conjunctions to join smaller sentence units (like subjects or verbs), we can use them to combine separate sentences in one sentence, as in the following example:

EXAMPLE	**EXPLANATION**
We went to meet you at the library. + <u>You had already left.</u> = We went to meet you at the library, **but** you had already left**.**	We can connect these ideas in one sentence with the coordinating conjunction *but*. The *but* shows that these two ideas are contrasting, equally important ideas.

In addition to the coordinating conjunctions, we can also use another type of connecting word called a conjunctive adverb or no connecting word at all, as in the following examples:

EXAMPLE	**EXPLANATION**
We went to meet you at the library. + <u>You had already left.</u> = We went to meet you at the library; **however**, you had already left**.**	We can connect these ideas in one sentence with the conjunctive adverb *however*. The *however* shows that these two ideas are contrasting, equally important ideas.
= We went to meet you at the library; you had already left.	Though it is not as clear, this sentence uses just a semicolon to mark the break between the two clauses.

The proper use of the coordinating conjunctions, conjunctive adverbs, and the punctuation between independent clauses is covered in Chapter 7.

CATEGORIES OF SENTENCES

The following examples show four basic patterns of sentences. Knowing the names of them is not as important as recognizing them as correct sentence patterns. Here are the definitions of names:

Simple sentence: one that contains only one independent clause.
Compound sentence: one that contains two or more independent clauses
Complex sentence: one that contains one independent clause and one or more dependent clauses
Compound-complex sentence: one that contains two or more independent clauses and one or more dependent clauses

We can also apply the terms *simple* and *compound* to subjects and verbs in a clause. In the following list the term ***predicate*** means a verb and any objects, complements, and modifiers that go along with it.

Simple subject: one subject
Simple predicate (or verb): one predicate (the verb and anything that follows it, like direct objects, subject complements, prepositional phrases, etc.)
Compound subject: two or more subjects
Compound predicate (or verb): two or more predicates (verb and following words)

The following list will give illustrations of these different sentence patterns. The simple sentence pattern also illustrates simple and compound subjects and predicates.

SIMPLE SENTENCES

1. SIMPLE SUBJECT AND SIMPLE PREDICATE

    1. Caitlin studied late last night.
    2. She was tired the next day.
    3. She wanted to take a nap.

2. COMPOUND SUBJECT AND SIMPLE PREDICATE

    1. Caitlin and Mike invited us to the party.

2. Neither Mike nor Caitlin had finished the preparations.
3. Tuan, Marie, and the others arrived soon after us.

3. SIMPLE SUBJECT AND COMPOUND PREDICATE

1. Tuan arrived before Marie and helped with the food.
2. Marie came later and laid out the dishes.
3. Others came later, sat around the kitchen, and watched us work.

4. COMPOUND SUBJECT AND COMPOUND PREDICATE

1. Only Nacio and Marie brought drinks and found ice to cool them.
2. Either Tuan or Marie had brought chips and set out some dip.
3. Caitlin and Mike had invited us but also invited the Snopses.

11. COMPOUND SENTENCES

1. We were early, but the Snopses came quite late.
2. They needed to work late, or they were delayed in traffic.
3. Everybody enjoyed the party; however, some people had to leave early.
4. The Snopses left early, but we stayed late, and the Sutpens stayed with us.

12. COMPLEX SENTENCES

1. Because Marie’s car broke down, we had to pick her up.
2. Yesterday we offered her a ride if she needed one.
3. At a stop light we stopped behind a car that looked familiar.
4. The car that stopped ahead of us belonged to the Sutpens.
5. We realized that they were going to the same party.

13. COMPOUND-COMPLEX SENTENCES

1. Later we drove alongside the Sutpens, and they waved when they saw us.
2. We waved back; later they shouted something that we didn’t understand.
3. We arrived before the Sutpens, but we thought that they would soon arrive.

4. Those who can party should party; those who can't party should stay home.

CLAUSE AND PHRASE SUMMARY

A quick summary of the main word groups will help you keep in mind their purposes. The following chart shows the two major types of word groups and some of their subdivisions and uses.

WORD GROUPS work together to accomplish one job.								
CLAUSES contain a subject and a verb.				**PHRASES** do **not** contain a subject and a verb.				
INDEPENDENT CLAUSES make complete statements. They can be complete sentences.	**DEPENDENT CLAUSES** serve as nouns, adjectives, or adverbs in other clauses. They **cannot** be complete sentences.			**PREPOSITIONAL PHRASES** begin with a preposition. They are used as adjectives and adverbs.		**VERBAL PHRASES** are based on words formed from verbs. They are used nouns, adjectives, and adverbs.		
COMPLETE SENTENCE	**NOUN CLAUSE**	**ADJECTIVE CLAUSE**	**ADVERB CLAUSE**	**ADJECTIVAL PREPOSITIONAL PHRASE**	**ADVERBIAL PREPOSITIONAL PHRASE**	**VERBAL NOUN**	**VERBAL ADJECTIVE**	**VERBAL ADVERB**

EXERCISES

For the following exercises, underline subjects once and verbs twice. Circle clause signals, underline and label dependent clauses (as noun, adjective, or adverb), and draw a box around verbal nouns, adjectives, and adverbs. Count the number of independent clauses.

CLAUSE AND PHRASE EXERCISE 7 My Score: _____%

1. Gretchen planned to go to college in the fall.
2. However, she needed financial help because she had many expenses.
3. Both her school expenses and her daycare expenses for her daughter Judith were high.
4. In addition, she knew that she should cut down on her work hours to give herself more time for her studies.
5. She couldn't figure out how she could pay her expenses.
6. Her mother, who encouraged her to go to school, suggested some changes in Gretchen's living arrangements.
7. Gretchen realized that she could save money by moving to a small, cheaper apartment.
8. Moving closer to school, her job, and Judith's daycare would allow her to take the bus instead of driving.
9. Her car, which was very old, was expensive to run and to maintain.
10. It broke down often, and repairing it usually cost hundreds of dollars.

CLAUSE AND PHRASE EXERCISE 8 My Score: _____%

1. She found an apartment that was in the right location, but it was too expensive.
2. When she heard of a cheaper one, it turned out to be too far from the bus lines.
3. Eventually she went to the college's housing office, which listed many apartments that were in students' price range.

4. On the list she found an apartment that seemed perfect for her needs.
5. She needed to find out whether it was too good to be true, so she made an appointment to see it.
6. The apartment was smaller than she hoped, and the building looked old and shabby.
7. Although its appliances seemed very old, they all worked.
8. She decided that she could accept living in this apartment since it would only be for the years during which she went to school.
9. The sacrifices would be worthwhile as long as she got an education and could find a better job.
10. She was satisfied with her choice and made arrangements to move into the apartment a month before school started.

CLAUSE AND PHRASE EXERCISE 9 My Score: _____%

1. Gretchen also found out that the college offered daycare for students who were enrolled in college as fulltime students.
2. The college's daycare facility cost less than her present daycare did.
3. However, the college daycare would not take any children who were sick.
4. Gretchen knew that Judith was not often sick.
5. But she also knew that she needed backup daycare arrangements for the times when Judith was sick.
6. Though Gretchen was very proud of her independence, she decided that she needed to ask for her mother's help.
7. When she asked her mother to be her backup daycare, her mother agreed but with some conditions.
8. Her mother believed that Gretchen should pay her for daycare, just as she paid the college daycare center.

9. Her mother also said that she would not be available whenever she needed to visit her invalid sister in Birmingham.
10. The conditions which Gretchen's mother listed seemed reasonable to Gretchen, so they agreed on the arrangements.

CLAUSE AND PHRASE EXERCISE 10 My Score: _____%

1. When the clock struck six, Morris arrived at the railroad station for his job.
2. Since there was not much to do at the counter, he began to watch people.
3. He liked to observe people and to invent stories about their lives.
4. After arriving at the station, a peculiar man sat quietly on a bench facing the doors that led to the tracks.
5. Because he wore faded green pants and a torn red jacket, he was quite noticeable, but still no one else seemed to notice him.
6. A man who held a newspaper under his arm paced by him several times; however, neither man spoke to the other.
7. Finally, the man holding the newspaper sat next to the first man; he sat there silently for several minutes; then he stood up and walked away, leaving the newspaper on the bench.
8. Without looking at the newspaper, the first man picked it up and put it under his arm.
9. His picking up the paper could have looked suspicious to a person whose mind looks for mysteries.
10. Furthermore, if someone had asked him why he had been sitting in the station, he probably would have refused to answer.

CLAUSE AND PHRASE EXERCISE 11 My Score: _____%

1. However, a person who is persistent in his observation would have been able to discover the reason, or he would at least have discovered a possible reason.

2. The man walked through the gate to the tracks, and he said something to the uniformed man at the gate as he passed by.
3. He walked across the tracks, carefully watching his steps, and headed toward a shack that looked weather-beaten, unpainted, neglected.
4. The pace of his walking increased, as if he had a purpose in mind; he quickly reached the door of the shack, but stopped to look around before entering.
5. After waiting for about ten minutes, Morris noticed the same man emerging in blue and white striped overalls, still carrying the newspaper under his arm.
6. Standing in front of the shack, he picked a half-burned cigarette out of a pack in his shirt pocket.
7. After he lit the cigarette, he seemed to relax, for he then leaned back against the doorway.
8. Then, looking down the tracks, he shouted and waved as though he had seen someone whom he knew.
9. Walking down the tracks, he approached a locomotive, into which he tossed the newspaper.
10. He stood by the locomotive till he finished the cigarette; then after flicking the cigarette away, he climbed into the locomotive so quickly that one might have concluded that he belonged there.

CLAUSE AND PHRASE APPLICATION

Choose a section of 100 to 150 words from one of your previous papers and copy it or reprint it. Then underline subjects once and verbs twice. Circle clause signals, underline and label dependent clauses (as noun, adjective, or adverb), and draw a box around verbal nouns, adjectives, and adverbs. Count the number of independent clauses in each sentence.

PART TWO:
BEYOND THE STEPS
APPLICATION

CHAPTER 6
AVOIDING FRAGMENTS

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that every sentence requires at least one independent clause***
- ***Recognize fragments--that is, incomplete sentences***
- ***Correct fragments by combining them with complete sentences, by adding subjects and verbs, and by removing clause signals***

Part One of this book covers the basic elements of sentence construction. This chapter is the first to apply those ideas to actual writing. This chapter and the next contain the rules of basic sentence punctuation. Those rules cover these punctuation marks:

Chapter 6: Period, question mark, and exclamation mark at the ends of sentences

Chapter 7: Comma and semicolon between independent clauses

Writing for college or business requires clearly expressed ideas. Clarity can be seriously damaged by the use of ***fragments***, incomplete sentences. The reason that fragments are such a concern is that they do not really state an idea.

FRAGMENT PREVIEW My Score: _____%

For the following sentences correct any fragments. You may reword or combine sentences to make necessary corrections. If a sentence correct as written, mark it *OK*.

1. Planning for your studies is important.
2. The importance of planning for your studies and sticking to your plan as closely as possible.
3. Although some problems may disrupt a student's schedule.
4. When a student finds that she cannot stick to a study plan because of an unavoidable commitment.
5. She has to get back to the schedule as quickly as possible.
6. Because delaying will completely demolish the schedule.
7. Because the schedule is important, stick to it.
8. If a schedule has been demolished and many valuable hours for study have been lost.
9. A student can get hopelessly behind.
10. And can earn grades that will place her on academic probation.

The problem with these fragments is that they are not at all clear. For example, a reader of the above preview might ask what the writer of sentence 2 thinks about the importance of planning. (The writer might think that some instructors stress it too much!) If you understand the concepts in Chapter 5, avoiding fragments should be relatively easy. Here is the basic rule:

Every sentence must have at least one independent clause.

The problem that most writers have with applying the rule is that they have a second thought in the middle of writing and do not check their sentences for fragments. Frequently a writer will write a sentence like number 5 above and end it with a period.

> She has to get back to the schedule as quickly as possible.

Then he will decide to add an explanation, like that in number 6.

> Because delaying will completely disrupt the schedule.

Both ideas are good ideas, but number 6 does not make good sense on its own. It really needs to be part of sentence 5 in order to work.

When writers proofread carefully, they can catch many of these mistakes. However, two main lapses prevent writers from recognizing their fragments. The first is that they do not realize that their fragment is missing a subject or a verb. The second is that they do not notice that their fragment has only dependent clauses. The first problem is often caused by confusion between real verb and verbals, as in sentence 2:

> The importance of planning for your studies and sticking to your plan as closely as possible.

This writer probably meant to say that planning is important. The second problem is usually caused by confusion between the clause signals noted in Chapter 5 and other connecting words, usually called conjunctive adverbs. For example, sentence 3 starts with the clause signal *although*.

> Although some problems may disrupt a student's schedule.

The writer of this sentence was probably thinking that his phrasing was the equivalent of using the conjunctive adverb *however*:

> However, some problems may disrupt a student's schedule.

Careful proofreading and recognizing real verbs and clause signals are the keys to making sure that every sentence has an independent clause. The chart on the next page shows the steps you can take to check each sentence. When you use the chart, you may want to refer to the list of clause signals listed in Chapter 5. Also the Sentence Connector Chart in Chapter 7 lists some of the clause signals and conjunctive adverbs that have similar meanings and are thus sometimes confused.

FRAGMENT CORRECTION CHART

RECOGNIZING THE FRAGMENT	CORRECTING THE FRAGMENT
Are there both a subject and a verb?	
YES →	Do **ONE** of the following: 1. Add the missing parts: subject, verb, or both. 2. Combine the fragment with a complete sentence.
NO ↓	
Are both subject and verb free of the control of clause signals?	
YES →	Do **ONE** of the following: 1. Remove the clause signal 2. Combine the fragment with a complete sentence. 3. Add additional subject, verb, or both.
NO ↓	
You have a complete sentence.	

TRY IT YOURSELF	**One part of each item is a fragment.**
1. Correct by:	They had a great time in South Carolina. Because the weather was warm.
• Removing clause signal	
• Adding subject and/or verb	
• Combining with another sentence	

2. Correct by➔	We usually visited a museum. Whenever we visited New York.
• Removing clause signal	
• Adding subject and/or verb	
• Combining with another sentence	
3. Correct by➔	Sally finished her paper on time. Although she was rushed at the end.
• Removing clause signal	
• Adding subject and/or verb	
• Combining with another sentence	

Before we finish this section, we need a few comments about the question mark and the exclamation point. They can do the same thing as the period—to signal the end of the sentence. Two differences need to be noted. First, these two punctuation marks add additional information that the period does not. The question mark shows that the sentence is a question. In writing that may not always be clear because some questions are clearly questions in speech only because of the tone of voice, as in the following example:

You are going to graduate next week?

The exclamation point adds a bit of excitement or emphasis to the statement it follows. Because overuse of the exclamation mark weakens its effect, we should be careful about using it only when strong emotion is intended.

The second difference is a result of the first. In one pattern of quotations, the exclamation point or the question mark can be used without ending a sentence. This is the form in which the quotation ends, but our own sentence does not.

“Are you going to graduate next week?” she asked.

The additional information that the question mark and exclamation point add are quite minor in comparison with making sure that every sentence is an independent clause.

EXERCISES

For the sentences in the following exercises, correct any fragments. Use any of the correction methods on the Fragment Correction Chart. You may reword or combine sentences to make necessary corrections. If a sentence is correct as written, mark it *OK*.

FRAGMENT EXERCISE 1 My Score: _____%

1. Linda had been out of school for many years.
2. Although she had really enjoyed many of her classes in high school.
3. She had not taken any formal classes for twenty years.
4. When she decided to enroll at the state college.
5. Which was located near her home.
6. She was intimidated by the thought of taking classes.
7. The reason being that college classes might be too difficult for her.
8. Even registering for classes strained her abilities and determination.
9. Because the college required placement tests and she was not mentally prepared for them.
10. She was almost ready to quit right there.

FRAGMENT EXERCISE 2 My Score: _____%

1. Enrolling in classes was difficult for her.
2. Since the college's terminology and procedures were unfamiliar to her.

3. To enroll in some classes, she had to get signatures from the instructors.
4. Who were difficult to locate.
5. After she had finished all the required paperwork.
6. She decided to visit the library.
7. The library also overwhelmed her.
8. Because it was so large and contained so many books.
9. Although the library was appealing.
10. It was also threatening.

FRAGMENT EXERCISE 3 My Score: _____%

1. While Linda was walking across the campus on the first day of classes.
2. She was very nervous.
3. Whenever she saw someone else walking her way.
4. Although no one seemed to notice her.
5. She felt as if she didn't belong.
6. The reason being that she seemed much older than the other students.
7. Later she began to relax.
8. Because she got used to the campus and nobody paid any attention to her.
9. But she began to worry all over again.
10. When she entered her first class and sat down.

FRAGMENT EXERCISE 4 My Score: _____%

1. Linda sat quietly at her desk.
2. Waiting for the instructor to arrive and begin the lecture.
3. A few minutes before the 9 a.m. psychology class, the instructor arrived.
4. A woman about Linda's age.
5. She began by introducing herself.
6. And describing the general subject matter of the course.
7. Linda thought that the instructor expected them to know a great deal already.
8. Looking around at the relaxed expressions on other students' faces.
9. And worrying about having to catch up with them.
10. Linda began to fidget and lose tract of the instructor's explanation.

FRAGMENT EXERCISE 5 My Score: _____%

1. When the instructor began to explain her expectations of the students.
2. She seemed to expect a lot of the students.
3. Arriving for class on time was important.
4. Writing clearly and correctly on tests and written assignments.
5. Also, completing written assignments on time.
6. Taking midterm and final exams seemed a standard requirement.
7. Studying at least two hours outside of class for each hour in class.

8. Her last warning, the one that seemed most important to her.
9. Study much longer and harder than any of them had ever done in high school.
10. Recognizing how much was required for one course stunned Linda.

FRAGMENT EXERCISE 6 My Score: _____%

1. Being prompt was important to Amanda no matter how long it took.
2. Mailing all her Christmas presents by Christmas day.
3. Though they usually arrived a couple of weeks later.
4. And getting Christmas cards out by Valentine's Day, a little later than she had intended.
5. And even later for some of her special friends because she saved the cards till she had time to write them long notes about what she had been doing.
6. Some things taking so long that they never really got done.
7. Like writing packing lists for vacations that have passed.
8. And buying fireworks a week after the Fourth of July.
9. Although being on time was really important to her.
10. Frequently failing to finish what she needed to do or getting it done too late.

FRAGMENT EXERCISE 7 My Score: _____%

1. Last summer, when Amanda planned a trip to the mountains with some friends.
2. Deciding that they should try climbing a snowfield.
3. Since they would be hiking in the snowy elevations of the mountains.
4. However, she had to take some extra time to prepare for the trip.
5. So that they could climb safely.
6. While looking for the necessary safety gear, which cost a great deal of money.
7. She had to consider whether it was worth the cost.
8. Eventually, she led the group to the mountains with great expectations.
9. Though their high spirits did not last.
10. As the trail that they had planned to take was closed because of early snowfall.

FRAGMENT EXERCISE 8 My Score: _____%

1. When Amanda started college the following fall.
2. She got a slow start with her studies.
3. Because she didn't buy the books until the third week of the term.
4. She often put off doing research for term papers.
5. Since she should be able to easily find all the information that she needed on the Internet.

6. Her most disastrous decision, the one that really doomed her.
7. Thinking that she would remember the information better if she studied just before the exam.
8. At the end of her life, her understanding friends, forgiving her for her tardiness.
9. As they attend her funeral, which they may even start on time.
10. All the time remembering her as the late Amanda Wayton.

CHAPTER 7:

AVOIDING RUN-ONS—CORRECTLY PUNCTUATING THE COMPOUND SENTENCE

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that each independent clause requires special punctuation***
- ***Recognize run-ons, sentences which lack special punctuation between independent clauses***
- ***Correct run-ons by adding the required punctuation, by converting independent clauses into dependent clauses and by separating independent clauses into separate sentences***

The second major task in basic sentence punctuation is using standard punctuation between independent clauses. This is an important job because each independent clause is a major idea in our writing and therefore deserves special punctuation to show that importance. The rules in this chapter cover the use of commas and semicolons between independent clauses.

RUN-ON PREVIEW My Score: _____%

For the following sentences, correct run-ons. You may reword sentences to make necessary corrections. If a sentence is correct as written, mark it *OK*.

1. Setsuko had been concerned about choosing a major, there were many subjects that appealed to her.
2. She could enjoy studying almost all of them, however, she didn't know what job opportunities they offered.
3. Although she was sure that the college offered some help in choosing majors, she didn't know where to go for help.
4. She asked some of the students in her psychology class about her problem but nobody could provide an answer.
5. While Setsuko was sitting in the cafeteria, her friend Yuri joined her and they talked about her quandary over choosing a career.
6. He told her about the college's Career Counseling Center, it was tucked away on the upper floor of the student center.
7. After hearing so many good things about the Career Counseling Center, she stopped by later that day and made an appointment to talk to one of the counselors.
8. The counselor provided Setsuko a great deal of information about the services of the center, the center provided counseling, aptitude and interest testing, and career development classes.
9. Setsuko thought that taking a career development class would help her the most for it would give her an organized combination of activities to help her make her decision.

10. The class provided counseling, testing, and career research tools and all of these would be important in making her decision.

CORRECT COMBINATIONS OF IDEAS

Before we begin on the problems that we can have in applying these rules, looking at some correct sentences would be helpful. Here are several different ways one sentence can correctly join ideas from two separate sentences:

EXAMPLE	**EXPLANATION**
We finally found Tuan. He was still working on his aunt's car.	These two sentences state separate ideas, both of which mention Tuan.
We finally found Tuan, still working on his aunt's car.	The idea of the second sentence is turned into a verbal phrase modifying *Tuan*.
We finally found Tuan, who was still working on his aunt's car.	The idea of the second sentence is turned into an adjective clause modifying *Tuan*.
When we finally found Tuan, he was still working on his aunt's car.	The idea of the first sentence is turned into an adverb clause modifying *was working*.
We finally found Tuan, and he was still working on his aunt's car.	*And* joins the ideas of the two sentences as independent clauses in one sentence.
We finally found Tuan; moreover, he was still working on his aunt's car.	*Moreover* joints the ideas of the two sentences as independent clauses.
We finally found Tuan; he was still working on his aunt's car.	Just a semicolon between the two clauses allows them to remain independent of each other.

When phrasing your own sentences, you should consider how many different possibilities are available for combining ideas. After you have a construction that puts the emphasis where you think it belongs, you need to make sure you have the correct punctuation for the sentence you have constructed.

BASIC PUNCTUATION RULE

If you have the ability to identify a sentence's clauses and distinguish the dependent and independent ones, the rules of punctuation are rather easy. The rules depend heavily upon knowing the coordinating conjunctions*: and, but, or, nor, for, yet*, and *so*.

PUNCTUATION FOR A COMPOUND SENTENCE

1. If the independent clauses are connected by a coordinating conjunction, separate independent clauses by a **comma**.

2. If the independent clauses are **not** connected by a coordinating conjunction, separate independent clauses by a **semicolon**.

Sentences that violate these rules are called ***run-on sentences*** (or ***run-ons*** for short).
You may have heard these errors called various other names like run-together sentences and comma splices. If you are familiar with those terms, they both fall into the category discussed in this chapter. These errors cause can cause readers some serious problems in deciphering a writer's ideas. So we need to become proficient at identifying and correcting these errors.

The chart on the next page illustrates the steps that you can take to determine whether you have a compound sentence and to choose the right punctuation. It also lists a couple of other cures for the run-on sentence--using separate sentences or converting independent clauses into dependent clauses--cures that may be even better than supplying the correct punctuation.

RUN-ON CORRECTION CHART

RECOGNIZING THE COMPOUND SENTENCE	CORRECTLY PUNCTUATING THE COMPOUND SENTENCE
Does the sentence have more than one set of subjects and verbs?	
YES →	The sentence is simple sentence. (The punctuation for this sentence will be covered in Chapter 11.)
NO ↓	
Does the sentence have more than one set of subjects and verbs **free** of the control of clause signals?	
YES →	The sentence is a complex sentence. (The punctuation for this sentence will be covered in Chapter 11.)
NO ↓	

You have a compound sentence. Make sure it is correctly punctuated. →	Do **ONE** of the following things: 1. Add CLAUSE SIGNALS to all sets of subjects and verbs except one. 2. Separate the independent clauses by a COMMA and join them with a COORDINATING CONJUNCTION: Independent Clause, and / but / or / nor / for / yet / so Independent Clause. 3. Separate the independent clauses by a SEMICOLON (even if they are joined by a CONJUNCTIVE ADVERB). Independent Clause; Independent Clause. Independent Clause; also, / however, / therefore, Independent Clause. 4. Separate the independent clauses by making each a separate sentence. Independent. Independent.

Here are some examples of how separating the independent clauses into separate sentences and converting independent clauses into dependent ones can often improve a sentence more than just correcting the punctuation:

EXAMPLE	**EXPLANATION**
The required texts for Tuan's classes cost him the last penny of his paycheck from his work-study job, when his art instructor later recommended another book, he could not afford to buy it.	This sentence is a run-on because it requires a semicolon instead of a comma between the independent clauses, the first of which ends with *job*.
The required texts for Tuan's classes cost him the last penny of his paycheck from his work-study job. Thus, when his art instructor later recommended another book, he could not afford to buy it.	Because the sentence was quite long, a good choice in this case is to break it into two sentences. The conjunctive adverb *thus* helps make the connection.
The next week his aunt paid him for fixing her car then he could buy the art book.	This sentence is a run-on because it requires a semicolon between the independent clauses, which are joined by the conjunctive adverb *then*.
Because his aunt paid him the next week for fixing her car, he could buy the art book.	The clause signal *because* makes the first clause a dependent clause. This change means that the sentence has only one independent clause and is not a run-on. The change also puts the emphasis on his ability to buy the book. (Chapter 11 explains the use of the comma in this sentence.)

Although one of our first jobs as writers is to avoid run-ons, another important one is to make sure that our sentences effectively express our ideas. Thus we should consider all four of the possible corrections

for a run-on sentence. The two examples above show how we can clarify our idea at the same time that we improve our punctuation. Using the dependent clause, illustrated in the second example, is the first choice listed in the Run-on Correction Chart because it is the correction that will most often improve the clarity of our ideas. When you are checking your own papers and find a compound sentence, ask yourself, “Is there a clause signal that will clearly show the relationship between these ideas?” (This concept is covered in more detail in Chapter 14.) The next chart shows some of the choices of clause signals, coordinating conjunctions, and conjunctive adverbs that can be used to connect ideas within a sentence. It can help you find a clause signal that means much the same as a coordinating conjunction or conjunctive adverb in one of your sentences.

SENTENCE CONNECTOR CHART

CONNECTING WORD / IDEA	CLAUSE SIGNAL (Commas at times *** See note below!)**	COORDINATING CONJUNCTION (Always a comma **** See note below!)**	CONJUNCTIVE ADVERB (Always a semicolon **** See note below!)**)
TIME	until when after while		then meanwhile later earlier
ADDITION	who(m) whose that which	and nor (negative *and*)	also in addition further(more) moreover
CONTRAST	although though whereas	but yet	however in contrast on the other hand nevertheless
SIMILARITY	as if as though		likewise similarly
ALTERNATIVE	(unless)	or	otherwise alternatively
EFFECT or RESULT	so . . .that	so	therefore consequently as a result thus
CAUSE or REASON	because so that	for	

* **NOTE**: One or two commas separate dependent clauses from the rest of the sentence in two cases:

1. an adverb clause comes before the independent clause **or**

2. the dependent clause could be left out of the sentence without changing or obscuring its main idea.

** **NOTE**: These comments about always using a comma or semicolon deal only with sentences where the word is used at the beginning of a clause to link it with an earlier independent clause. These words, like most, can be used for more than one purpose.

TRY IT YOURSELF	Combine the two sentences according to the directions on the left. Make sure to use the correct punctuation.
1. Correct by➔	Setsuko liked walking on the beach. The weather was not pleasant.
• Joining by clause signal	
• Joining by coordinating conjunction	
• Joining by conjunctive adverb	
• No joining word	
2. Correct by➔	Setsuko's friends often spent time together. They could share their stories.
• Joining by clause signal	
• Joining by coordinating conjunction	
• Joining by conjunctive adverb	
• No joining word	
3. Correct by➔	She told them a remarkable story. It entertained them all.
• Joining by clause signal	
• Joining by coordinating conjunction	
• Joining by conjunctive adverb	
• No joining word	

WORKING RELATIONSHIPS BETWEEN CLAUSES

Making a choice among clause signal, coordinating conjunction (and comma), and conjunctive adverb (and semicolon) may not seem a major one, but the choice really affects the way a reader will see the relationship between the ideas within a sentence. The difference between these three arrangements and using completely separate sentences is a bit like these work relationships:

CLAUSES	WORK RELATIONSHIP	HOW CLAUSES WORK TOGETHER
Independent clause-dependent clause relationship	Employer-employee	The independent clause uses the dependent clause for its own purpose.
Independent clauses connected by a coordinating conjunction	Coworkers who work together closely as a team	The two clauses are of equal strength and need to be close to accomplish one purpose.
Independent clauses connected by a conjunctive adverb	Coworkers who provide each other some support	The two clauses are of equal strength and need to be close, but they have slightly different purposes.
Separate sentences	Coworkers, but in different departments	The clauses have rather different purposes.

Sometimes it is fun to try these different relationships between sentence parts and see how they flavor the ideas that we want to express. O.K., maybe it is fun only for English teachers and a few other strange people, but it can help you to put the emphasis on the ideas you think most important.

EXERCISES

For the sentences in the following exercises, correct run-ons. Use any of the correction methods on the Run-on Correction Chart. You may reword sentences to make necessary corrections. If a sentence is correct as written, mark it *OK*.

RUN-ON EXERCISE 1 My Score: _____%

1. Frank thought that it might be time for a change of career,

   construction work seemed boring and unreliable.

2. He remembered growing up on the family farm and he really missed all the animals.
3. He didn't think that he had the stamina to become a farmer, besides farming required a huge financial investment.
4. Sometimes he thought about becoming a veterinarian because the rural vets worked with animals like the ones on his family's farm.
5. He really did miss the animals, however, he didn't miss the long hours of work in the fields.
6. His family had many kinds of animals on the farm, from the common ones to the more exotic ones.
7. Some were raised to serve the family's needs, others were just pets.
8. They had cows, horses, llamas, sheep, goats, pigs, dogs, and cats, there were also chickens, ducks, geese, pheasant, and quail.
9. He didn't take care of all the animals but the ones that he did care for were quite a challenge.
10. He particularly remembered his 4-H project with sheep, which turned out to be the biggest challenge of all.

RUN-ON EXERCISE 2 My Score: _____%

1. Frank's sheep constantly had problems or one sort of another but there was one problem that he remembered very vividly.
2. It was a dark and stormy night, it was time for the sheep to have their lambs.

3. His sheep seemed to have an instinct for choosing the worst possible time for having their lambs, the weather always seems to be lamb-killing weather.
4. He had read in <u>One Man's Meat</u> that the sheep on E. B. White's salt-water farm in Maine always had their lambs on stormy March nights.
5. White had to round up the sheep and put them in the barn and then he had to dry off and warm up the chilled lambs.
6. His experience was almost the same as Frank's, Frank's sheep were no smarter.
7. Frank's sheep were bred in late summer so five months later lambing time came between December and February.
8. The name of one of Frank's lambs was Christmas, the name tells when she was born.
9. Another was born on Martin Luther King's Day, you can guess what he was called.
10. Although both of those sheep survived, others did not, despite his best attempts.

RUN-ON EXERCISE 3 My Score: _____%

1. One of Frank's sheep had two lambs out in the windy, snow-covered pasture, even though fifty feet away was a warm, dry stall in the barn.

2. One of the lambs seemed to be doing fairly well but the other was not.
3. The first one he dried and warmed and later returned to its mother.
4. The second one did not seem to be breathing so his father tried to resuscitate it.
5. Following the advice of an experienced sheep keeper, he bathed it in warm water and tried to breathe life back into its lungs.
6. He worked for about twenty minutes, however, it was fruitless.
7. That lamb was buried out in the pasture, Frank wondered how sheep in the wild could ever survive.
8. Those sheep needed so much help but Frank and his family could provide most of that help.
9. There were the times, however, when he had been thankful to get help from their vet, who was knowledgeable and came to the farm whenever he was needed.
10. One time Frank called the vet to help a ewe that had difficulty in lambing, without the vet's help Frank would have lost both the ewe and the twin lambs.

RUN-ON EXERCISE 4 My Score: _____%

1. Frank thought that working with animals would be a rewarding career and would provide him with a reasonably steady income.
2. He realized that neither the job nor the study for it would be easy but he thought it would be rewarding.

3. He called the state university and he was disappointed to find out that the veterinary program usually took students six years of study.
4. The program required challenging science and medicine courses and the tuition was very expensive.
5. However, when he thought of helping some child's ewe survive a difficult lambing as his vet had done for him, he felt inspired to take on the challenge.
6. He started working toward his goal by searching for some financial resources and he also looked at ways to cut his expenses.
7. His parents said that they would help him with some of the expenses, and he discovered that his union and his church offered scholarships.
8. The local community college offered many of the courses for the first two years of the veterinary program and the cost was lower than the state university's.
9. So Frank decided to enroll as a full-time student and to work just part time so that he would have enough time to study.
10. He cut back on his living expenses and limited his social activities, he was determined to reach his goal.

For the sentences in the following exercises, correct any fragments or run-ons. Use any of the correction methods on the Run-on Correction Chart in this chapter or the Fragment Correction Chart in Chapter 6. You may reword or combine sentences to make necessary corrections. If a sentence correct as written, mark it OK.

RUN-ON EXERCISE 5 My Score: _____%

1. Mia had just graduated from high school she was looking forward to attending the local community college with several of her friends.
2. However, many of the friends who planned to go to college changed their minds.
3. Making her feel deserted.
4. Some of them went away to college and others went to work instead of attending college.
5. When she began to attend college, it was not the enjoyable experience that she had imagined.
6. Mia began college feeling rather lonely.
7. Mainly because her closest friends were not with her.
8. At the beginning of the term, Mia's workload for her classes was very difficult for her.
9. So difficult that she was glad at the end of the day when she fell into bed.
10. Thankful that she had survived another day.

RUN-ON EXERCISE 6 My Score: _____%

1. The amount of work that she had to do was so much more than she had had in high school and the teachers seemed to expect too much.
2. As the term progressed, she began to adjust to the workload.
3. Almost to the point that she felt as if she could cope with all the class assignments.
4. She was satisfied with the grades that she was receiving.
5. Then the bombshell blew her life to bits, her parents were getting a divorce.
6. Her father just vanished, he didn't say a word to her.
7. Making her feel terribly betrayed by her father.
8. A person who had always been there for her whenever she needed help or a sympathetic ear.
9. Her mother didn't have any extra sympathy for Mia, she wouldn't even talk about what happened or why.
10. Which made Mia feel even more betrayed than she had felt before.

RUN-ON EXERCISE 7 My Score: _____%

1. She felt as though her whole world was torn away.
2. As if she had to cope with a completely alien world.
3. As though nobody could help her cope with her emotional problems.

4. One of her friends in a music class suggested that Mia talk to someone in the college's counseling center.
5. The next day she did end up in the counseling center.
6. Arriving there feeling numb and somehow cut off from her surroundings.
7. She made an appointment and the next day she returned to the counseling center to talk to the counselor, Ms. DeLuca.
8. She poured out her story of desertion, Ms. DeLuca was very sympathetic.
9. But she could not give Mia any pat answers, she could not tell her how to put her life back together.
10. Although in some ways it was reassuring that someone cared enough to listen to her.

RUN-ON EXERCISE 8 My Score: _____%

1. Then the second bomb hit her.
2. Her mom's financial situation being very desperate.
3. Her mom would not be able to pay Mia's tuition or expenses for the next term so it would be Mia's responsibility to pay for all her college expenses.
4. Mia was crushed.
5. Now she would have to find a job.
6. On top of the load of doing all the class work.
7. She needed a job that was nearby.

8. Since she didn't have a car and had to take the bus.
9. There weren't many businesses close to her home.
10. Although she knew that there had to be jobs at some of the new businesses near the college.

RUN-ON EXERCISE 9 My Score: _____%

1. Large numbers of retail businesses had been opened near the college in the last few years.
2. Two large grocery stores had opened recently there were also two large drug stores.
3. Though "drug store" was probably the wrong term for businesses with such a large range of goods.
4. Both of them sold much more than their name implied, they sold everything from camping gear to motor oil.
5. There were also several fast food enterprises in the area and three new theaters had opened up.
6. One of which could show as many as ten different films at the same time.
7. Other businesses offered entertainment as well, a bowling alley and a skating rink both attracted large numbers of customers.
8. And even a new sports complex rising just across the street from the college.
9. There was even a large computer shop, it offered sales, repairs, and hourly rentals of computers.

10. There were also a growing number of specialty stores in the area, stores that offered special wines and cheeses, health foods, tanning booths, and even do-it-yourself picture framing.

RUN-ON EXERCISE 10 My Score: _____%

1. Mia applied for jobs at several of the stores but the managers didn't sound very encouraging.
2. Her schoolwork continued to be difficult, her mind kept wandering off to her parent's divorce.
3. Each day, however, she kept busy with homework and with her job search.
4. Stopping at a half dozen businesses every day to make sure she knew of every new job opening.
5. One day the owner of the picture framing shop talked to her with a bit more interest.
6. He was going to have an opening soon an employee planned to move to another state.
7. Mia had two big qualifications in the eyes of the shop owner.
8. Her experiences in high school shop classes and her craft activities at home.
9. Indicating that she had both skill with tools and an eye for visual appeal.
10. The job would not begin for two weeks, but Mia felt that she at least had a chance now to earn some money.

RUN-ON EXERCISE 11 My Score: _____%

1. She returned home that day happier than she had been for weeks.
2. Happier than she had been since the day that she heard about the divorce.
3. She told her mother about the job and her mother seemed to be relieved that Mia would be earning some money for her college expenses.
4. However, the new term would begin about the same time as the job would.
5. She still wouldn’t have the money to pay for tuition, she wouldn’t have received even one paycheck by that time.
6. She told her mother when the tuition was due and her mother was worried again.
7. She did give Mia a suggestion she said that Mia could ask her Uncle Pete for a loan.
8. Mia got up enough nerve to ask her uncle and he was willing to help her.
9. She returned to her classes with a little more hope that she could cope with school and finances.
10. Her feelings about the divorce would not go away, but she occasionally could forget about them for a while when she got involved in studying her math and chemistry.

CHAPTER 8

AGREEMENT:

SUBJECT AND VERB

PRONOUN AND ANTECEDENT

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that correct sentences require subjects and verbs that agree in number***
- ***Recognize the singular and plural forms of subjects and verbs***
- ***Identify and correct faulty agreement between a subject and its verb***
- ***Understand that correct sentences require pronouns and antecedents that agree in number***
- ***Recognize singular and plural pronouns and antecedents***
- ***Identify and correct faulty agreement between a pronoun and its antecedent***

LESSON 1: AGREEMENT BETWEEN SUBJECT AND VERB

A common difficulty in writing is deciding the right form of a verb for a specific subject. Some people find it easy to choose the right verb by the sound of a sentence, but others have to be careful to follow rules to do so.

PREVIEWS

For each sentence in the following previews, underline the subject and write the correct form of the verb in the blank. Singular subjects require verbs that end in **s**. Plural subjects require verbs that do not end in **s**.

AGREEMENT PREVIEW 1 My Score: _____%

1. The list of required and recommended texts [is, are] very long. _____
2. The texts for the nursing course [costs, cost] a great deal. _____
3. Some of these texts [contains, contain] a computer CD. _____
4. All of the paper [is, are] on sale this week. _____
5. The campus, including all of its offices, [is, are] closed for the holiday. _____
6. Our instructor, not to mention the students, [is, are] enjoying the break. _____
7. Studying for tests in three classes [was, were] difficult for Venita. _____
8. To earn Bs in those three courses [is, are] her primary goal. _____
9. There [is, are] too many appealing art classes to choose from. _____
10. Between the two buildings [stands, stand] an old oak tree. _____

AGREEMENT PREVIEW 2 My Score: _____%

1. Somebody in Hans's class [was, were] looking for a lost math book. _____
2. Everyone in Bill's class [feels, feel] well prepared for the exam. _____
3. Each of the students [is, are] required to complete a project. _____
4. Neither of the college entrances [is, are] open after 11 p.m. _____
5. Both Lucia and Hans [is, are] enrolled in that class. _____
6. Recently Lucia or Hans [has, have] been taking notes for Yuri. _____
7. Lucia or her roommates [has, have] been reorganizing their apartment. _____
8. Every student and teacher [has, have] left for the holiday. _____
9. In the library [is, are] a book or some magazines to explain that subject. _____

10. In one magazine [is, are] an editorial and an article that helped me. _____

AGREEMENT PREVIEW 3 My Score: _____%

1. The author of the books that [covers, cover] algebra teaches here. _____
2. The instructor who [teaches, teach] that class is on sabbatical this year. _____
3. The English text, which [sells, sell] for fifty dollars, is worth the price. _____
4. One hundred dollars [is, are] a lot to pay for a textbook. _____
5. Four hours of study [makes, make] one tired. _____
6. Twenty pounds of beans [lasts, last] a long time. _____
7. After the teacher's question, the class [was, were] very quiet. _____
8. Later the class [was, were] arguing for their own answers to her question. _____
9. Astrophysics [is, are] an advanced course in the astronomy department. _____
10. Those pants [looks, look] too long for Hans. _____

8-1-A IDENTIFYING THE PROBLEM AREAS

The difficulties in finding the right verb occur in specific kinds of sentences. In these sentences the subject is a third person subject, something or someone that we can refer to as ***he***, ***she***, ***it***, or ***they***. (First person subjects are named by ***I*** and ***we***, and second person subjects are named by ***you***.) Also, the tense (time of the verb) is present or (in a few cases) past.

The basic rule is that for singular subjects the verb must be the form that ends with ***S***, and that for plural subjects the verb must be the form that does not end with ***S***. In the following examples the subjects are <u>underlined</u> and the verbs are in **bold type**.

PRESENT THIRD PERSON

SINGULAR	**PLURAL**
<u>She</u> usually **does** well on the exams.	<u>They</u> usually **do** well on their exams.
<u>Jaunita</u> **makes** good use of her time.	My <u>classmates</u> **make** good use of their time.
<u>Jim</u> **is** very active in his community.	My <u>brothers</u> **are** very active in their communities.

PAST THIRD PERSON SINGULAR	PAST THIRD PERSON PLURAL
Nickolay **was** very helpful to us.	The Nguyens **were** very helpful to us.
Marie **has** helped us every day.	The Garcias **have** helped us every day.

Most native speakers of English do not have problems with sentences like these examples. In more difficult situations these native speakers can usually choose the correct verb form by saying the subject and the verb of a sentence one right after the other and listening to the sound. An incorrect combination just sounds wrong to them. Check the following example to test yourself. Say the subject and verb out loud to check for correctness of the verb form.

The car sitting in the driveway at Chad's house don't run well.

If you said the subject and verb (*car* and *do*n't) and the combination sounded wrong, you can probably trust your ears to tell you whether a combination of subject and verb is correct.

However, speakers of some dialects of English cannot hear the problem with a combination like "car . . . don't." This difficulty occurs because some dialects of English do not follow the same rules as Standard English. Their phrasing can be perfectly acceptable within a community of those speaking their dialect. However, the sound of Standard English can seem strange to them, and they may have difficulty adjusting to the rules for the standard verb form.

An additional hurdle that speakers of these dialects have is that we use the ***S*** sound at the ends of words for several different purposes. Two of those purposes concern us here. The first is that we usually use the ***S*** at the end of subjects to make them plural--e.g., ***girl*** (singular) and ***girls*** (plural). The second is that we use the ***S*** at the ends of verbs for just the opposite purpose, to make them singular—e.g., ***make*** (plural) and ***makes*** (singular). Since people are much more familiar with the use of the ***S*** at the ends of subjects, the use at the ends of verbs may seem backward. An illustration can show how it does make sense.

EXAMPLE	EXPLANATION
One worker **makes** the tables.	Because the verb ***makes*** goes correctly with the singular subject ***worker, makes*** is called a singular verb.

The other workers **make** the chairs.	Because the verb ***make*** goes correctly with the plural subject ***workers, make*** is called a plural verb.

This illustration shows the general rule that we can have an ***S*** on the end of a subject or on the end of the verb, but that we rarely add an ***S*** to the ends of both. Although there are some exceptions, phrases like "worker***s*** make***s***" are usually incorrect.

In addition to this problem, there are many sentence constructions that can confuse even quite experienced speakers of the Standard English dialect. The next few sections cover those constructions.

8-1-B DISTRACTERS BETWEEN THE SUBJECT AND THE VERB

Do not allow words between the subject and the verb distract you when choosing the right form of the verb. The three main distracters are prepositional phrases, interrupters, and words following a subject that is a verbal noun, one ending with ***-ing*** or that is introduced by ***to*** (the sign of the infinitive).

8-1-B-1 PREPOSITIONAL PHRASES

Prepositional phrases do not normally affect the choice of the verb form. For example, in the following sentence, the prepositional phrase *for the groceries* should be ignored:

EXAMPLE	**EXPLANATION**
The cost of groceries at the local stores **was** too high.	Look only for the subject, ***cost***, and the verb, ***was***.

EXCEPTIONS: Some words can be either singular or plural. Often we can determine whether they are singular or plural by looking at the prepositional phrase after them. The common subjects that can be singular or plural are these:

all	***more***	***none***	***plenty***	***some***
any	***most***	***percentage***	***rest***	*a* ***lot***

In the following examples, ***all*** and a ***lot*** can be singular or plural.

SINGULAR SUBJECT	**PLURAL SUBJECT**

All of the campus **is** grassy.
A lot of the time **was** well used.

All of the students **are** ready for the exam.
A lot of my friends **were** pleased with my gifts.

8-1-B2 INTERRUPTERS

Interrupters can come between the subject and verb. They should not be considered when choosing the right form of the verb. Some of the common interrupters are ***in addition to***, ***along with***, ***including***, ***as well as***, and ***not to mention***. In the following examples, the interrupters (the words between the commas) are not considered in choosing the verbs ***was*** and ***has***.

The teacher, not to mention the students, **was** happy with the high test scores.
My mother, in addition to all my brothers, **has** earned a college degree.

8-1-B3 VERBAL PHRASES

Verbal phrases used as subjects (words that end with ***-ing*** or follow ***to,*** the sign of the infinitive) are often confusing. In these cases the verbal itself, the word ending with -***ing*** or the word introduced by the ***to***, is the subject and the words following it should be ignored. Notice how the words following ***preparing*** and ***to listen*** are not considered in choosing the verbs ***was*** and ***is***.

My preparing for those important job interviews **was** very helpful.
To listen sympathetically to children's complaints **is** sometimes exhausting.

8-1-C SUBJECTS THAT FOLLOW THE VERB

Sometimes choosing the right verb form is difficult because the verb comes before the subject. These sentences usually start with a word like ***there***, ***here***, ***where***, or with a prepositional phrase, like ***on the table*** or ***in the parking lot***. Notice how the verb agrees with the subject after the verb in the following sentences:

There **were** over thirty students in my English class.

There**'s** a helpful web page for prospective students.
Here **is** the payment for the overdue books.
Where **are** the keys to the new car?
On the table **lie** several books.
In the parking lot there **are** at least fifty cars.

8-1-D INDEFINITE PRONOUNS

Some words used as subjects may look and sound plural, but they are always considered singular and take a singular verb. The words are the following:

ONE words	BODY words	OTHERS
one	***- - - -***	***each***
anyone	***anybody***	***either***
everyone	***everybody***	***neither***
someone	***somebody***	
no one	***nobody***	

The reason these words can be confusing is that they often refer to more than one person, but they refer to only one person at a time. For example, every***one*** can mean a multitude of people, but it emphasizes each ***one*** of the group. Since they have both elements in their meaning—singular and plural—it is sometimes difficult to easily assign them to one of the two categories. To follow a consistent rule, all of these words have been assigned to the singular category. Perhaps it would help to remember that when we say, "Everyone can do that," we mean that each individual alone (singular) can do it, not that it takes several people to do it. Here are some examples of singular and plural subjects:

SINGULAR SUBJECTS	PLURAL SUBJECTS
One of the trucks **runs** better than the others.	Some of the trucks **run** better than the others.
Everybody **is** ready for the Friday meeting.	All the supervisors **are** ready for the Friday meeting.
Yesterday somebody **was talking** to the instructor of the class.	Yesterday some students **were talking** to the instructor of the class.
According to the labels each of these meals **contains** 500 calories.	According to the labels many of these meals **contain** 500 calories.

8-1-E MORE THAN ONE SUBJECT

When a sentence has two or more subjects, the rules for verb form become a bit more complicated. Generally, two or more subjects joined by ***and*** are considered plural, and the verb should not end in ***S***.

My book and tablet **are** on the desk.
Understanding the customer's needs and responding to them **are** two important requirements of this job.
There **are** one orange and one apple in the refrigerator.

EXCEPTIONS: In some sentence subjects joined by ***and*** are considered one thing or person. Also, when we use ***each*** or ***every*** in front of our subjects, these words make us consider each subject separately—that is, singularly.

Pork and beans **is** on the menu every day.
The senator *and* former basketball player **knows** the difference between politics and sports.
Every man, woman, and child **was** in agreement with our proposal.
Each nail and screw **adds** to the weight of the model.

When two subjects are joined by ***or*** or ***nor***, the verb should agree with the subject that is closer to the verb.

Maria *or* her parents **cook** for the church dinners every month.

Either the players *or* the coach **has** misread their opponents' strategy.
Neither the teacher *nor* the students **were** comfortable in the hot classroom.
On the desk **is** the original document *or* some copies of the original.

8-1-F DIFFICULT SINGULARS AND PLURALS

8-1-F1 RELATIVE AND INTERROGATORY PRONOUNS

Three words that can be either singular or plural are ***who***, ***that***, and ***which***. These are used to refer to something or someone that has just been mentioned. ***Who*** and ***which*** can also be used to ask questions. Whenever you encounter these words, you need to look at the context, normally the preceding part of the sentence, to see whether the words are being used to name one or more than one thing or person:

EXAMPLE	EXPLANATION
The *car* that **was** on the street belonged to Jon.	*That* refers to *car* (singular), so *that* and the verb *was* are singular.
The *cars* that **were** in the driveway belonged to Maria.	*That* refers to *cars* (plural), so *that* and the verb *were* are plural.
We need a *candidate* who **follows** her principles.	*Who* refers to *candidate* (singular), so *who* and the verb *follows* are singular.
We need *voters* who **question** the candidates.	*Who* refers to *voters* (plural), so *who* and the verb *question* are plural.
Who **is** the most reliable source of information on this topic?	***Who*** in this sentence asks about one person, so it is singular.
Who **are** the most reliable sources of information on this topic?	***Who*** in this sentence asks about more than one person, so it is plural.

8-1-F2 AMOUNTS

Amounts are considered singular even though an amount contains a plural word. Amounts are often signaled by words that indicate a measurement: dollars, pounds, minutes, feet, gallons, etc.

Fifty dollars **is** the price for that book.
Ten ounces of corn flakes **was** not enough for our family's breakfast.
The two cups of milk **makes** this recipe rather high in fat.
Three hours **is** a long time to sit in a movie theater.

EXCEPTION: Some measurements indicate items that are separate from each other and thus are plural.

EXAMPLE	EXPLANATION
Many hours **were** spent on construction of his model airplane.	This phrasing indicates that the time was not one period but several scattered hours.

Four quarts of milk **sit** on the shelf in the refrigerator.	This phrasing indicates that four one-quart containers were on the shelf (as opposed to a one-gallon container).

8-1-F3 GROUP NOUNS

Some subjects, particularly group nouns, can be singular or plural depending on how they are used. ***Group nouns*** are just nouns that name groups of people or things. Sometimes we use these terms to refer to the group as a unit, but other times we use them to name the separate members of the group:

audience	**family**	**jury**
band	**faculty**	**politics**
class	**flock**	**public**
committee	**group**	**statistics**
crew	**herd**	**team**

The following examples show how the words can be used in two different ways:

EXAMPLE	**EXPLANATION**
The committee **likes** our proposal.	*Committee* names a group that is seen as responding as one.
The committee **have** different opinions as to the next step.	*Committee* names separate individuals who have different opinions. (Also correct would be "The committee members **have** different opinions as to the next step.")
The jury **has** its verdict ready.	*Jury* names a group that is seen as acting as one in a common endeavor.
The jury **were** in disagreement.	*Jury* names individuals acting on their own beliefs. (Also correct would be "The jurors **are** in disagreement.")
Statistics **is** difficulty for me.	*Statistics* names one field of study.

The statistics clearly **prove** my point.	*Statistics* names several numbers that belong to a set.
Politics **is** sometimes disgusting.	*Politics* names one field of endeavor.
His politics **are** above reproach.	*Politics* names the principles and practices that belong to a person.

Most native speakers are comfortable using these nouns as singular ones. But at times they do deserve to be considered plural and used with a plural verb. In cases where a writer knows that the subject should be considered plural but does not like the sound of the plural verb, the sentence should be rephrased. For example, if you don't like "My family have not been speaking to each other recently," you can rephrase it as "The members of my family have not been speaking to each other recently."

8-1-F4 STRANGE SINGULARS AND PLURALS

We also have another set of terms that look plural but are normally singular. They are words that name fields of endeavor (like ***physics***, ***mathematics***, ***pediatrics*** and ***ceramics***), diseases (like ***measles*** and ***mumps***), and a few others (like ***news***). Finally, there are some plural nouns that are always plural even though they name what we consider just one thing. In this category we have ***scissors, pliers, pants, trousers, shorts***, etc.

EXERCISES

For each sentence in the following exercises, underline the subject and write the correct form of the verb in the blank. Singular subjects require verbs that end in **s**. Plural subjects require verbs that do not end in **s**.

AGREEMENT EXERCISE 1 My Score: _____%

1. Two weeks [was, were] not long enough for Bill to finish the paper. _____
2. This boring text [is, are] difficult to read. _____
3. For dissection this knife [work, works] better than that one. _____
4. Thirty pounds of books [is, are] too much for Lucia to carry. _____

5. The class notice [was, were] hard to read in the poor light. _____
6. There [is, are] three books on Venita's desk. _____
7. Ninety cents [is, are] the bus fare. _____
8. Over the classroom building [loom, looms] two tall oak trees. _____
9. Either Lucia or Venita [has, have] your copy of the report. _____
10. Everyone [like, likes] Hans's and Venita's report. _____

AGREEMENT EXERCISE 2 My Score: _____%

1. Science and social science [is, are] possible career choices for Bill. _____
2. Neither Venita nor Hans [has, have] the time to revise the report. _____
3. Each of us [has, have] taken a turn at revising it. _____
4. Either Hans or a classmate [is, are] going to present the report. _____
5. Many new students [ask, asks] for directions at the library desk. _____
6. Ten gallons of gas [is, are] enough to fill Venita's gas tank. _____
7. Hans and his classmates [was, were] working on the project. _____
8. Hans or his classmates [is, are] able to finish the project on time. _____
9. Every student in Bill's class [know, knows] the date for the final. _____
10. Under the desk [lie, lies] Bill's books. _____

AGREEMENT EXERCISE 3 My Score: _____%

1. Neither Monday nor Tuesday [was, were] a good day for a meeting. _____
2. Every girl on Lucia's team [play, plays] her hardest. _____
3. Some of Bill's biggest problems [is, are] in writing introductions. _____
4. The hours for Venita's job [is, are] very long. _____
5. Eighty dollars [is, are] too much to pay for such a thin book. _____
6. Here [is, are] the books listed on the syllabus. _____
7. Ten weeks of classes [is, are] not enough time for this subject. _____
8. The movie about minerals [was, were] hard to hear in the last row. _____
9. The people at the college [take, takes] good care of the lawn. _____

10. The grounds crew [care, cares] for acres of grass. _____

AGREEMENT EXERCISE 4 My Score: _____%

1. Neither Hans nor Lucia [was, were] able to complete the test. _____
2. All of the other students [read, reads] faster than I do. _____
3. Behind the gym [is, are] the locker rooms. _____
4. Each of the students [was, were] ready to deliver the report. _____
5. Books and periodicals [provide, provides] ideas for research. _____
6. Lucia [play, plays] the violin in the orchestra. _____
7. Where [is, are] the books required for my English class? _____
8. Some of Bill's friends [live, lives] near Nashville. _____
9. Either Lucia or her parents [is, are] working at the soup kitchen today. _____
10. Most of the students [was, were] happy with the test results. _____

AGREEMENT EXERCISE 5 My Score: _____%

1. For this race fifty seconds [is, are] a very good time. _____
2. Everyone in the room [look, looks] alert. _____
3. Coffee sitting in paper cups [cool, cools] very quickly. _____
4. Either May or June [is, are] the month classes end. _____
5. For Venita's pottery project twenty pounds of clay [is, are] plenty. _____
6. Both Venita and Hans [write, writes] clearly. _____
7. In our library there [is, are] only two books about evolution. _____
8. Either the book or the magazine in my bag [is, are] due at the library. _____
9. Getting to classes on time [is, are] sometimes difficult. _____
10. Neither Venita nor Bill [know, knows] the test date. _____

AGREEMENT EXERCISE 6 My Score: _____%

1. Upon Bill's desk [sit, sits] all his notebooks. _____
2. Every person in Bill's class [know, knows] him well. _____
3. One of Hans's difficulties in writing papers [is, are] spelling. _____

4. Studying for most exams [is, are] tedious. _____
5. Everybody in our class [is, are] prepared for the exam. _____
6. Hans and Bill [was, were] going to go sailing last weekend. _____
7. There [was, were] fifty people in Lucia's anthropology class. _____
8. Either the students or the teacher [was, were] being unreasonable. _____
9. One of Venita's friends [has, have] just returned from Japan. _____
10. Fifty minutes [was, were] enough time for the class project. _____

AGREEMENT EXERCISE 7 My Score: _____%

1. In the display case in the gym [was, were] several trophies. _____
2. Each of these trophies [represent, represents] much hard work. _____
3. The largest or next to largest one [is, are] for being league champion. _____
4. On Lucia's desk [was, were] a book or a pamphlet. _____
5. Everyone in the class [is, are] sure to improve. _____
6. Either Hans or his classmates [has, have] begun the research. _____
7. Only one member of the group [has, have] begun the report. _____
8. On Lucia's desk [sit, sits] her computer. _____
9. Two acres [is, are] slightly more than one football field. _____
10. On the benches [sit, sits] many fine football players. _____

AGREEMENT EXERCISE 8 My Score: _____%

1. Next to the table [was, were] four chairs. _____
2. One of the pens on the table [has, have] red ink. _____
3. On the desk [sit, sits] Bill's computer and printer. _____
4. Each of the members [has, have] responsibility to the study group. _____
5. Every player and coach [is, are] prepared for the game. _____
6. There [is, are] three popular methods of documenting sources. _____
7. It [doesn't, don't] matter who gets the job done. _____

8. On the table [was, were] some notebooks or a pile of papers. _____
9. Three hundred pounds of clay [is, are] enough for the pottery class. _____
10. Preparing for your exams often [take, takes] many hours. _____

LESSON 2: AGREEMENT BETWEEN PRONOUN AND ANTECEDENT

Agreement between pronouns and their antecedents present some challenges that are similar to those for subject and verb agreement.

PREVIEWS

For each sentence in the following previews, underline the antecedent for the pronoun. Then write the correct pronoun in the blank. One of the previews provides the feminine singular pronoun (*she, her, hers*), and the other provides the masculine singular pronoun *(he, him, his*). If the sentence requires a singular pronoun, choose whichever singular pronoun is provided. Remember that pronouns do not always have to refer to the subject of the sentence.

AGREEMENT PREVIEW 4 My Score: _____%

1. One usually knows whether [she, they] did well on an exam. _____
2. Somebody should be able to drive [her, their] car to the game tomorrow. _____
3. Nobody wants to lose [her, their] scholarship by getting low grades. _____
4. Each of the students was proud of [her, their] grade on the test. _____
5. Everyone offered all the help that [she, they] could. _____
6. Venita or Lucia will lend you [her, their] math book for the evening. _____
7. Lucia or her parents offered to lend [her, their] car to Bill for a week. _____
8. Venita's choir sewed [its, their] own robes. _____
9. Her choir gave [its, their] best performance last night. _____
10. One hundred dollars was too much for one book because [it, they] emptied Venita's bank account. _____

AGREEMENT PREVIEW 5 My Score: _____%

1. One of her classmates lost [his, their] book. _____
2. One of her classmates made outstanding contributions to [his, their] class. _____

3. One of the anthropology students asked the instructor several questions about the final exam that [he, they] would have to take. _____
4. One of the anthropology students lost [his, their] class notes. _____
5. The copies of that book were unavailable because [it, they] had been checked out of the library. _____
6. The copies of that book were checked out because two instructors had chosen [it, them] as a text. _____
7. The cost of textbooks angered some students because [it, they] seemed to rise so quickly. _____
8. Most instructors at the college contributed to [its, their] scholarship fund. _____
9. The supporters of each candidate had an opportunity to make [his, their] comments about the candidate. _____
10. The supporters of each candidate were thrilled at [his, their] nomination to high office. _____

Pronoun-antecedent agreement requires choosing the right form of a pronoun. Pronouns represent (take the place of) nouns and other pronouns. The noun or pronoun that a pronoun represents is called its ***antecedent.*** In addition, we have the ***pronominal adjectives*** (the adjective forms of the pronouns—like *his*, *her*, *their*, *my*, *our*, etc.). These pronouns and pronominal adjectives provide a few twists that can confuse even careful writers.

First, pronouns are different from verbs in that pronouns have three characteristics that distinguish them from each other: person, gender, and number. Whenever you use a pronoun, it should agree with its antecedent in all three characteristics. In this chapter, though, we are going to concern ourselves specifically with number—the difference between singular and plural.

8-2-A INDEFINITE PRONOUNS

In this area indefinite pronouns probably cause writers the most headaches.

ONE words	**BODY words**	**OTHERS**
one	***- - - -***	***each***
anyone	***anybody***	***either***
everyone	***everybody***	***neither***
someone	***somebody***	
no one	***nobody***	

Just as we always use a singular verb with these pronouns, we also have to use singular pronouns to make a later reference to them. The difficulty that occurs most often is that these indefinite pronouns, like *everyone*, can refer to both males and females. But when we want to refer to that *everyone* later with one of the personal pronouns (like *he*, *she*, or *they)*, we cannot find one that fits. If we use just *he* or just *she*, we seem to leave out some people. If we say *they*, we are using a plural pronoun to refer to a singular one—a choice that can make our sentence seem to talk about different person(s) rather than the same one(s). No clear-cut answer seems to satisfy everybody in every case. However, we have some strategies for making the most of difficult situations:

1. Rephrase the sentence so that the **plural** can be used throughout.
2. Rephrase the sentence so that **no pronoun** is need.
3. Use ***he or she*** where you need to make sure that you included every person as an individual.
4. Make an effort to use the different genders equally in **different locations**. (Don't switch back and forth within a short document.)
5. In cases where there are **two unidentified persons** playing different roles (e.g. those of instructor and student), identify one with masculine pronouns and the other with feminine pronouns.

Here is how they can work in different situations:

INCORRECT	**STRATEGY**	**CORRECT**
Everybody in the class should complete **their** exams on time.	**Plural**	All students in the class should complete **their** exams on time.
Somebody left **their** textbook in the classroom.	**No pronoun**	Somebody left **a** textbook in the classroom.
Since someone is sure to claim this lost cash, we will just wait till **they** show up.	**He or she**	Since someone is sure to claim this lost cash, we will just wait till **he or she** shows up.
Everyone can complete **their** work on time.	**Different locations**	Everyone can complete **her** work on time. (In the next paper, you can make it **his**.)

Everyone needs to ask **their** doctor about the medication that is prescribed.	**Two unidentified persons**	Everyone needs to ask **his** *doctor* about the medication that **she** prescribes.

8-2-B OTHER SITUATIONS

Many of the same rules about subject-verb agreement have their parallels in pronoun antecedent agreement.

1. To refer to two words joined by *and*, normally use a plural pronoun.
2. To refer to two words joined by *or* or *nor*, make the pronoun agree with the closer word.
3. To refer to a group noun, decide whether the group is acting as a unit or as separate individuals.
4. To refer to an amount, normally use a singular pronoun.

Here are some examples of how those rules apply.

Nacio and *Maria* have bought **their** books for the new term.
Tuan or his parents will let you borrow **their** car.
The jury reported **its** verdict.
Five gallons of water seems like a lot if you have to carry **it**.

8-2-C DOES IT MAKE SENSE?

The last problem that can sabotage a writer is not thinking about what makes the best sense in a particular situation. Although pronouns in a sentence very often refer back to the subject of the sentence, that is not always the case. In some sentences, the meaning requires that the pronoun refer to another word. This is the major difference between subject-verb agreement and pronoun-antecedent agreement. The following sentences are correct ones that show how the correct pronoun can be determined.

EXAMPLE	**EXPLANATION**
One of the boys made a mess of **his** room.	The room belongs only to the boy who made the mess.
One of the boys made a mess of **their** room.	Two boys share a room, so it belongs to both of them.

One of the girls left **her** bike at school.	Children usually don't share bikes, so it makes sense to believe that one girl owns the bike.
Every one of the Dallas Cowboys was proud of **his** contribution to the victory.	The contributions belong to each individual Cowboy (*one*).
Every one of the Dallas Cowboys contributed to **their** victory.	The victory belonged to the whole team (*Cowboys*).
The list of textbooks is filed in **its** own file folder.	The folder belongs to the list. (Books don't fit well in folders.)
The list of textbooks contains **their** prices.	The prices belong to the books. (Lists are less likely to have prices.)

EXERCISES

For each sentence in the following exercises, underline the antecedent for the pronoun. Then write the correct pronoun in the blank. Some of the exercises provide the feminine singular pronoun (*she, her, hers*), and others provide the masculine singular pronoun *(he, him, his*). If the sentence requires a singular pronoun, choose whichever singular pronoun is provided. Remember that pronouns do not always have to refer to the subject of the sentence.

AGREEMENT EXERCISE 9 My Score: _____%

1. The members of the study group could not agree on [her, their] responsibilities to the group. _____
2. The group determined [its, their] purpose during the previous term. _____
3. But this term the group had different opinions about [its, their] responsibilities to each other. _____
4. In the discussion about the study group, most agreed that everyone should do [her, their] own work. _____
5. Venita had argued that someone might need help with [her, their] part of the project. _____
6. She thought that the group might have to change the way [it, they] assigned the jobs. _____

7. Lucia wanted to know whether anybody in the group had actually complained that too much work was assigned to [her, them]. _____
8. Hans told them that he had only heard a rumor that someone had thought that the group expected too much from [her, them]. _____
9. Hans said that he was sure that Venita and Lucia would always do [her, their] best to be fair. _____
10. They agreed that every one of them would do [her, their] best. _____

AGREEMENT EXERCISE 10 My Score: _____%

1. The group then began to determine [its, their] agenda for the next week. _____
2. Everyone had a different idea about what [he, they] needed from the others in the group. _____
3. One of the group members wanted them to do some research in political science for [him, them]. _____
4. Some of the other members thought that the extra work would be too much for [him, them]. _____
5. Venita and Lucia volunteered to help if the research topic could be changed on one closer to [her, their] topics. _____
6. They encouraged anyone in the group to suggest topics of personal interest to [him, them]. _____
7. It seemed that everyone had a topic that was interesting to [him, them]. _____
8. Every political system, political movement, and level of government had [its, their] appeal to someone. _____
9. Each person had a reason that the others should contribute [his, their] time to a particular topic. _____
10. At that time not one of them was willing to abandon [his, their] favorite topic. _____

AGREEMENT EXERCISE 11 My Score: _____%

1. They decided to jot down a list of the topics with the names of [its, their] originators. _____
2. Then they read over the list of topics to determine whether they were satisfied with [its, their] completeness. _____
3. Each originator of a topic had a chance to explain the reasons for choosing [her, their] topic. _____
4. Other members had a chance to ask [her, their] questions about the topic. _____

5. Then all of the members wrote down [her, their] first three preferences for researching. _____
6. The group wanted Hans or Bill to tally up the results and give [his, their] report within a few minutes. _____
7. Bill did the job and reported that one of two topics was probably the best choice because [it, they] seemed very similar. _____
8. The two topics, advertising in the initiative processes and lobbying in the legislature, also had an equal number of votes cast for [it, them]. _____
9. Most of the group agreed to spend five hours on these topics because [it, they] could be fit into their schedule without a problem. _____
10. But nobody in the group even knew yet whether the research would help in the paper that [she, they] would submit the next month. _____

For each sentence in the following exercises, determine whether the issue is one of subject-verb agreement or pronoun-antecedent agreement. Underline the word with which the verb or pronoun must agree and write the right word in the blank. Some of the exercises provide the feminine singular pronoun (*she, her, hers*), and others provide the masculine singular pronoun *(he, him, his*). If the sentence requires a singular pronoun, choose whichever singular pronoun is provided.

AGREEMENT EXERCISE 12 My Score: _____%

1. They found out that nobody in the study group [was, were] very knowledgeable on the topics they chose. _____
2. Many of them spent more time on the project than [he, they] planned. _____
3. At the end each of them had learned more about politics and about [his, their] own level of knowledge of political processes. _____
4. Neither lobbying nor advertisements [was, were] a good source of reliable information. _____
5. Both lobbying and advertisements [was, were] used to get results rather than to inform people. _____
6. Not everybody [was, were] as surprised as others by this information. _____
7. For example, both Bill and Hans had politicians in [his, their] families. _____
8. They believed that nearly every voter, legislator, and lobbyist [was, were] motivated only by interest in personal benefit. _____

9. But they all learned that everybody in the group [was, were] genuinely concerned about the welfare of the group's members. _____
10. Many of them put in more than the five hours they promised because [it, they] would benefit everyone. _____

AGREEMENT EXERCISE 13 My Score: _____%

1. Both the research material and the moral support from the other members [was, were] invaluable to their success in their classes. _____
2. They knew of several other students who [was, were] dropping out of school because of discouragement. _____
3. Many felt that anyone could have suffered the same fate if [she, they] had not received so much help from the group. _____
4. Hans said that he had gotten very discouraged before the group had offered him [its, their] help. _____
5. Bill and Hans had both been bored by [his, their] classes until they got the opportunity to discuss them with the group's members. _____
6. Neither the instructors nor the rest of the college [was, were] able to provide the support that peers could. _____
7. The college had several resources that [it, they] provided for the students. _____
8. But neither tutors nor instructors understood like a fellow student because [she, they] did not see things from a student's perspective. _____
9. Sometimes a parent or another relative could provide [her, their] support. _____
10. However, that support is not the same as that which a study group can provide [its, their] members. _____

AGREEMENT EXERCISE 14 My Score: _____%

1. There [was, were] always some classes that they took alone, without any members of their study group. _____
2. When someone in the group took a class that had no study groups, [he, they] tried to form a new study group. _____
3. But most of them liked staying together and taking the same classes as the other members of [his, their] group. _____
4. When they were sick, they knew that they could rely on someone in the group to share [his, their] notes. _____

5. They could always rely on Bill and Hans for class notes because [he, they] attended every class and took clear notes. _____
6. Either Venita or Lucia could be relied upon to provide a ride in [her, their] car. _____
7. Knowing that you had several friends there to support you [was, were] very comforting. _____
8. Every one of them knew that the others would provide support whenever [he, they] could do so. _____
9. But they knew that eventually the group would all go [its, their] separate ways. _____
10. Some of them hoped that they might later work with someone from the group after [he, they] graduated from college. _____

AGREEMENT EXERCISE 15 My Score: _____%

1. At the beginning of the next term there [was, were] three work-study jobs available in the library. _____
2. The job announcement indicated that the list of qualifications [was, were] extensive. _____
3. Mike was only one of many students who [was, were] applying for the jobs. _____
4. But unlike many of the others, Mike had recommendations from [his, their] supervisors on the grounds crew. _____
5. One of his supervisors on the grounds crew gave Mike [his, their] advice on how to qualify for the library job. _____
6. He told Mike, "Everyone [is, are] impressed with a job candidate who already knows a great deal about the job." _____
7. "Someone who already [know, knows] about the job looks well prepared." _____
8. "Supervisors like a prepared applicant because [he, they] will not require a long period of training." _____
9. "Remember how our crew could rely on you to help get [its, their] job done quickly because you needed very little supervision." _____
10. "Enthusiasm and a cooperative attitude also help because [it, they] can make doing a job much easier." _____

AGREEMENT EXERCISE 16 My Score: _____%

1. When Mike arrived for an interview, there was a line of students waiting for [his, their] interviews. _____

2. Each of them was anxious about [his, their] chances of being selected. _____
3. Occasionally one of them would glance at the others to assess how much competition [he, they] would be. _____
4. When Mike looked at the others, he couldn't decide whether anyone else [was, were] more qualified than himself. _____
5. Eventually Mike left the others with [his, their] anxieties, and entered the room for the interview. _____
6. In Mike's interview both a supervisor and a regular college library employee took turns asking [his, their] questions of Mike. _____
7. Each of the interviewers [was, were] concerned about different aspects of the job. _____
8. Because the regular college library employee represented the rest of the library employees, he asked Mike questions in an effort to determine how well Mike would work with [him, them]. _____
9. Every one of the questions had [its, their] own point. _____
10. But sometimes Mike couldn't tell what each one [was, were] intended to reveal about him. _____

AGREEMENT EXERCISE 17 My Score: _____%

1. When Mike had some time for his own questions, most of [it, them] concerned the working conditions. _____
2. In her answers, the supervisor was able to tell Mike that $9.50 per hour [was, were] the rate of pay. _____
3. In addition, 15 hours [was, were] the limit on the workweek. _____
4. However, those hours [was, were] usually able to be arranged to fit around the class schedule of the work-study students. _____
5. They told him that punctuality and reliability [was, were] two major qualifications that they looked for in library employees. _____
6. Excessive tardiness or absence from the job [was, were] considered grounds for dismissing an employee. _____
7. But a single tardiness or absence was not considered to be serious because [it, they] did not seriously affect the workload of others. _____
8. In addition, the ability to speak pleasantly to library patrons [was, were] important for employees who worked with those patrons. _____

9. Because of the advice from his grounds supervisor, neither the attitude of the interviewers nor their questions [was, were] very surprising to Mike. _____
10. Mike thought, "Even if I don't get the job, the interview with these library employees [has, have] been a valuable experience." _____

AGREEMENT EXERCISE 18 My Score: _____%

1. Mike felt tired after the interview with the library employees because [it, they] had asked questions that really challenged him. _____
2. Exhaustion and nervousness about getting the job [was, were] making it difficult for him to study. _____
3. He was constantly distracted by all the interview details which [was, were] running through his mind. _____
4. He knew that there [was, were] questions he could have answered better. _____
5. He had been told that each of the three people chosen for the job would be informed within five days whether [he, they] had been chosen. _____
6. Also, Mike had mixed feelings about leaving the grounds crew because [it, they] had become his friends. _____
7. When he learned that he would be paid $9.50 per hour, he realized that [it, they] was the same as the pay on the grounds crew. _____
8. But Mike hoped that he would receive the job because the hard physical labor and effects of the weather [was, were] making it hard for him to study. _____
9. Finally, on the fifth day he found out that he was one of the three who [was, were] hired. _____
10. The relief that he felt at being one of the three [was, were] a wonderful feeling. _____

CHAPTER 8

AGREEMENT:

SUBJECT AND VERB

PRONOUN AND ANTECEDENT

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that correct sentences require subjects and verbs that agree in number***
- ***Recognize the singular and plural forms of subjects and verbs***
- ***Identify and correct faulty agreement between a subject and its verb***
- ***Understand that correct sentences require pronouns and antecedents that agree in number***
- ***Recognize singular and plural pronouns and antecedents***
- ***Identify and correct faulty agreement between a pronoun and its antecedent***

LESSON 1: AGREEMENT BETWEEN SUBJECT AND VERB

A common difficulty in writing is deciding the right form of a verb for a specific subject. Some people find it easy to choose the right verb by the sound of a sentence, but others have to be careful to follow rules to do so.

PREVIEWS

For each sentence in the following previews, underline the subject and write the correct form of the verb in the blank. Singular subjects require verbs that end in **s**. Plural subjects require verbs that do not end in **s**.

AGREEMENT PREVIEW 1 My Score: _____%

11. The list of required and recommended texts [is, are] very long. _____
12. The texts for the nursing course [costs, cost] a great deal. _____
13. Some of these texts [contains, contain] a computer CD. _____
14. All of the paper [is, are] on sale this week. _____
15. The campus, including all of its offices, [is, are] closed for the holiday. _____
16. Our instructor, not to mention the students, [is, are] enjoying the break. _____
17. Studying for tests in three classes [was, were] difficult for Venita. _____
18. To earn Bs in those three courses [is, are] her primary goal. _____
19. There [is, are] too many appealing art classes to choose from. _____
20. Between the two buildings [stands, stand] an old oak tree. _____

AGREEMENT PREVIEW 2 My Score: _____%

11. Somebody in Hans's class [was, were] looking for a lost math book. _____
12. Everyone in Bill's class [feels, feel] well prepared for the exam. _____
13. Each of the students [is, are] required to complete a project. _____
14. Neither of the college entrances [is, are] open after 11 p.m. _____
15. Both Lucia and Hans [is, are] enrolled in that class. _____
16. Recently Lucia or Hans [has, have] been taking notes for Yuri. _____
17. Lucia or her roommates [has, have] been reorganizing their apartment. _____
18. Every student and teacher [has, have] left for the holiday. _____
19. In the library [is, are] a book or some magazines to explain that subject. _____

20. In one magazine [is, are] an editorial and an article that helped me. _____

AGREEMENT PREVIEW 3 My Score: _____%

21. The author of the books that [covers, cover] algebra teaches here. _____
22. The instructor who [teaches, teach] that class is on sabbatical this year. _____
23. The English text, which [sells, sell] for fifty dollars, is worth the price. _____
24. One hundred dollars [is, are] a lot to pay for a textbook. _____
25. Four hours of study [makes, make] one tired. _____
26. Twenty pounds of beans [lasts, last] a long time. _____
27. After the teacher's question, the class [was, were] very quiet. _____
28. Later the class [was, were] arguing for their own answers to her question. _____
29. Astrophysics [is, are] an advanced course in the astronomy department. _____
30. Those pants [looks, look] too long for Hans. _____

8-1-A IDENTIFYING THE PROBLEM AREAS

The difficulties in finding the right verb occur in specific kinds of sentences. In these sentences the subject is a third person subject, something or someone that we can refer to as ***he***, ***she***, ***it***, or ***they***. (First person subjects are named by ***I*** and ***we***, and second person subjects are named by ***you***.) Also, the tense (time of the verb) is present or (in a few cases) past.

The basic rule is that for singular subjects the verb must be the form that ends with ***S***, and that for plural subjects the verb must be the form that does not end with ***S***. In the following examples the subjects are <u>underlined</u> and the verbs are in **bold type**.

PRESENT THIRD PERSON

SINGULAR	**PLURAL**
<u>She</u> usually **does** well on the exams.	<u>They</u> usually **do** well on their exams.
<u>Jaunita</u> **makes** good use of her time.	My <u>classmates</u> **make** good use of their time.
<u>Jim</u> **is** very active in his community.	My <u>brothers</u> **are** very active in their communities.

PAST THIRD PERSON SINGULAR	PAST THIRD PERSON PLURAL
Nickolay **was** very helpful to us.	The Nguyens **were** very helpful to us.
Marie **has** helped us every day.	The Garcias **have** helped us every day.

Most native speakers of English do not have problems with sentences like these examples. In more difficult situations these native speakers can usually choose the correct verb form by saying the subject and the verb of a sentence one right after the other and listening to the sound. An incorrect combination just sounds wrong to them. Check the following example to test yourself. Say the subject and verb out loud to check for correctness of the verb form.

The car sitting in the driveway at Chad's house don't run well.

If you said the subject and verb (*car* and *do*n't) and the combination sounded wrong, you can probably trust your ears to tell you whether a combination of subject and verb is correct.

However, speakers of some dialects of English cannot hear the problem with a combination like "car . . . don't." This difficulty occurs because some dialects of English do not follow the same rules as Standard English. Their phrasing can be perfectly acceptable within a community of those speaking their dialect. However, the sound of Standard English can seem strange to them, and they may have difficulty adjusting to the rules for the standard verb form.

An additional hurdle that speakers of these dialects have is that we use the ***S*** sound at the ends of words for several different purposes. Two of those purposes concern us here. The first is that we usually use the ***S*** at the end of subjects to make them plural--e.g., ***girl*** (singular) and ***girls*** (plural). The second is that we use the ***S*** at the ends of verbs for just the opposite purpose, to make them singular—e.g., ***make*** (plural) and ***makes*** (singular). Since people are much more familiar with the use of the ***S*** at the ends of subjects, the use at the ends of verbs may seem backward. An illustration can show how it does make sense.

EXAMPLE	EXPLANATION
One worker **makes** the tables.	Because the verb ***makes*** goes correctly with the singular subject ***worker, makes*** is called a singular verb.

The other workers **make** the chairs.	Because the verb ***make*** goes correctly with the plural subject ***workers, make*** is called a plural verb.

This illustration shows the general rule that we can have an ***S*** on the end of a subject or on the end of the verb, but that we rarely add an ***S*** to the ends of both. Although there are some exceptions, phrases like "worker***s*** make***s***" are usually incorrect.

In addition to this problem, there are many sentence constructions that can confuse even quite experienced speakers of the Standard English dialect. The next few sections cover those constructions.

8-1-B DISTRACTERS BETWEEN THE SUBJECT AND THE VERB

Do not allow words between the subject and the verb distract you when choosing the right form of the verb. The three main distracters are prepositional phrases, interrupters, and words following a subject that is a verbal noun, one ending with ***-ing*** or that is introduced by ***to*** (the sign of the infinitive).

8-1-B-1 PREPOSITIONAL PHRASES

Prepositional phrases do not normally affect the choice of the verb form. For example, in the following sentence, the prepositional phrase *for the groceries* should be ignored:

EXAMPLE	**EXPLANATION**
The cost of groceries at the local stores **was** too high.	Look only for the subject, ***cost***, and the verb, ***was***.

EXCEPTIONS: Some words can be either singular or plural. Often we can determine whether they are singular or plural by looking at the prepositional phrase after them. The common subjects that can be singular or plural are these:

all	***more***	***none***	***plenty***	***some***
any	***most***	***percentage***	***rest***	*a* ***lot***

In the following examples, ***all*** and a ***lot*** can be singular or plural.

SINGULAR SUBJECT	**PLURAL SUBJECT**

All of the campus **is** grassy.
A lot of the time **was** well used.

All of the students **are** ready for the exam.
A lot of my friends **were** pleased with my gifts.

8-1-B2 INTERRUPTERS

Interrupters can come between the subject and verb. They should not be considered when choosing the right form of the verb. Some of the common interrupters are ***in addition to***, ***along with***, ***including***, ***as well as***, and ***not to mention***. In the following examples, the interrupters (the words between the commas) are not considered in choosing the verbs ***was*** and ***has***.

The teacher, not to mention the students, **was** happy with the high test scores.
My mother, in addition to all my brothers, **has** earned a college degree.

8-1-B3 VERBAL PHRASES

Verbal phrases used as subjects (words that end with ***-ing*** or follow ***to,*** the sign of the infinitive) are often confusing. In these cases the verbal itself, the word ending with -***ing*** or the word introduced by the ***to***, is the subject and the words following it should be ignored. Notice how the words following ***preparing*** and ***to listen*** are not considered in choosing the verbs ***was*** and ***is***.

My preparing for those important job interviews **was** very helpful.
To listen sympathetically to children's complaints **is** sometimes exhausting.

8-1-C SUBJECTS THAT FOLLOW THE VERB

Sometimes choosing the right verb form is difficult because the verb comes before the subject. These sentences usually start with a word like ***there***, ***here***, ***where***, or with a prepositional phrase, like ***on the table*** or ***in the parking lot***. Notice how the verb agrees with the subject after the verb in the following sentences:

There **were** over thirty students in my English class.

There**'s** a helpful web page for prospective students.
Here **is** the payment for the overdue books.
Where **are** the keys to the new car?
On the table **lie** several books.
In the parking lot there **are** at least fifty cars.

8-1-D INDEFINITE PRONOUNS

Some words used as subjects may look and sound plural, but they are always considered singular and take a singular verb. The words are the following:

ONE words	BODY words	OTHERS
one	***- - - -***	***each***
anyone	***anybody***	***either***
everyone	***everybody***	***neither***
someone	***somebody***	
no one	***nobody***	

The reason these words can be confusing is that they often refer to more than one person, but they refer to only one person at a time. For example, every***one*** can mean a multitude of people, but it emphasizes each ***one*** of the group. Since they have both elements in their meaning—singular and plural—it is sometimes difficult to easily assign them to one of the two categories. To follow a consistent rule, all of these words have been assigned to the singular category. Perhaps it would help to remember that when we say, "Everyone can do that," we mean that each individual alone (singular) can do it, not that it takes several people to do it. Here are some examples of singular and plural subjects:

SINGULAR SUBJECTS	PLURAL SUBJECTS
One of the trucks **runs** better than the others.	Some of the trucks **run** better than the others.
Everybody **is** ready for the Friday meeting.	All the supervisors **are** ready for the Friday meeting.
Yesterday somebody **was talking** to the instructor of the class.	Yesterday some students **were talking** to the instructor of the class.
According to the labels each of these meals **contains** 500 calories.	According to the labels many of these meals **contain** 500 calories.

8-1-E MORE THAN ONE SUBJECT

When a sentence has two or more subjects, the rules for verb form become a bit more complicated. Generally, two or more subjects joined by ***and*** are considered plural, and the verb should not end in ***S***.

My book and tablet **are** on the desk.
Understanding the customer's needs and responding to them **are** two important requirements of this job.
There **are** one orange and one apple in the refrigerator.

EXCEPTIONS: In some sentence subjects joined by ***and*** are considered one thing or person. Also, when we use ***each*** or ***every*** in front of our subjects, these words make us consider each subject separately—that is, singularly.

Pork and beans **is** on the menu every day.
The senator *and* former basketball player **knows** the difference between politics and sports.
Every man, woman, and child **was** in agreement with our proposal.
Each nail and screw **adds** to the weight of the model.

When two subjects are joined by ***or*** or ***nor***, the verb should agree with the subject that is closer to the verb.

Maria *or* her parents **cook** for the church dinners every month.

Either the players *or* the coach **has** misread their opponents' strategy.
Neither the teacher *nor* the students **were** comfortable in the hot classroom.
On the desk **is** the original document *or* some copies of the original.

8-1-F DIFFICULT SINGULARS AND PLURALS

8-1-F1 RELATIVE AND INTERROGATORY PRONOUNS

Three words that can be either singular or plural are ***who***, ***that***, and ***which***. These are used to refer to something or someone that has just been mentioned. ***Who*** and ***which*** can also be used to ask questions. Whenever you encounter these words, you need to look at the context, normally the preceding part of the sentence, to see whether the words are being used to name one or more than one thing or person:

EXAMPLE	EXPLANATION
The *car* that **was** on the street belonged to Jon.	*That* refers to *car* (singular), so *that* and the verb *was* are singular.
The *cars* that **were** in the driveway belonged to Maria.	*That* refers to *cars* (plural), so *that* and the verb *were* are plural.
We need a *candidate* who **follows** her principles.	*Who* refers to *candidate* (singular), so *who* and the verb *follows* are singular.
We need *voters* who **question** the candidates.	*Who* refers to *voters* (plural), so *who* and the verb *question* are plural.
Who **is** the most reliable source of information on this topic?	***Who*** in this sentence asks about one person, so it is singular.
Who **are** the most reliable sources of information on this topic?	***Who*** in this sentence asks about more than one person, so it is plural.

8-1-F2 AMOUNTS

Amounts are considered singular even though an amount contains a plural word. Amounts are often signaled by words that indicate a measurement: dollars, pounds, minutes, feet, gallons, etc.

Fifty dollars **is** the price for that book.
Ten ounces of corn flakes **was** not enough for our family's breakfast.
The two cups of milk **makes** this recipe rather high in fat.
Three hours **is** a long time to sit in a movie theater.

EXCEPTION: Some measurements indicate items that are separate from each other and thus are plural.

EXAMPLE	EXPLANATION
Many hours **were** spent on construction of his model airplane.	This phrasing indicates that the time was not one period but several scattered hours.

Four quarts of milk **sit** on the shelf in the refrigerator.	This phrasing indicates that four one-quart containers were on the shelf (as opposed to a one-gallon container).

8-1-F3 GROUP NOUNS

Some subjects, particularly group nouns, can be singular or plural depending on how they are used. ***Group nouns*** are just nouns that name groups of people or things. Sometimes we use these terms to refer to the group as a unit, but other times we use them to name the separate members of the group:

audience	**family**	**jury**
band	**faculty**	**politics**
class	**flock**	**public**
committee	**group**	**statistics**
crew	**herd**	**team**

The following examples show how the words can be used in two different ways:

EXAMPLE	**EXPLANATION**
The committee **likes** our proposal.	*Committee* names a group that is seen as responding as one.
The committee **have** different opinions as to the next step.	*Committee* names separate individuals who have different opinions. (Also correct would be "The committee members **have** different opinions as to the next step.")
The jury **has** its verdict ready.	*Jury* names a group that is seen as acting as one in a common endeavor.
The jury **were** in disagreement.	*Jury* names individuals acting on their own beliefs. (Also correct would be "The jurors **are** in disagreement.")
Statistics **is** difficulty for me.	*Statistics* names one field of study.

The statistics clearly **prove** my point.	*Statistics* names several numbers that belong to a set.
Politics **is** sometimes disgusting.	*Politics* names one field of endeavor.
His politics **are** above reproach.	*Politics* names the principles and practices that belong to a person.

Most native speakers are comfortable using these nouns as singular ones. But at times they do deserve to be considered plural and used with a plural verb. In cases where a writer knows that the subject should be considered plural but does not like the sound of the plural verb, the sentence should be rephrased. For example, if you don't like "My family have not been speaking to each other recently," you can rephrase it as "The members of my family have not been speaking to each other recently."

8-1-F4 STRANGE SINGULARS AND PLURALS

We also have another set of terms that look plural but are normally singular. They are words that name fields of endeavor (like ***physics***, ***mathematics***, ***pediatrics*** and ***ceramics***), diseases (like ***measles*** and ***mumps***), and a few others (like ***news***). Finally, there are some plural nouns that are always plural even though they name what we consider just one thing. In this category we have ***scissors, pliers, pants, trousers, shorts***, etc.

EXERCISES

For each sentence in the following exercises, underline the subject and write the correct form of the verb in the blank. Singular subjects require verbs that end in **s**. Plural subjects require verbs that do not end in **s**.

AGREEMENT EXERCISE 1 My Score: _____%

11. Two weeks [was, were] not long enough for Bill to finish the paper. _____
12. This boring text [is, are] difficult to read. _____
13. For dissection this knife [work, works] better than that one. _____
14. Thirty pounds of books [is, are] too much for Lucia to carry. _____

15. The class notice [was, were] hard to read in the poor light. _____
16. There [is, are] three books on Venita's desk. _____
17. Ninety cents [is, are] the bus fare. _____
18. Over the classroom building [loom, looms] two tall oak trees. _____
19. Either Lucia or Venita [has, have] your copy of the report. _____
20. Everyone [like, likes] Hans's and Venita's report. _____

AGREEMENT EXERCISE 2 My Score: _____%

31. Science and social science [is, are] possible career choices for Bill. _____
32. Neither Venita nor Hans [has, have] the time to revise the report. _____
33. Each of us [has, have] taken a turn at revising it. _____
34. Either Hans or a classmate [is, are] going to present the report. _____
35. Many new students [ask, asks] for directions at the library desk. _____
36. Ten gallons of gas [is, are] enough to fill Venita's gas tank. _____
37. Hans and his classmates [was, were] working on the project. _____
38. Hans or his classmates [is, are] able to finish the project on time. _____
39. Every student in Bill's class [know, knows] the date for the final. _____
40. Under the desk [lie, lies] Bill's books. _____

AGREEMENT EXERCISE 3 My Score: _____%

11. Neither Monday nor Tuesday [was, were] a good day for a meeting. _____
12. Every girl on Lucia's team [play, plays] her hardest. _____
13. Some of Bill's biggest problems [is, are] in writing introductions. _____
14. The hours for Venita's job [is, are] very long. _____
15. Eighty dollars [is, are] too much to pay for such a thin book. _____
16. Here [is, are] the books listed on the syllabus. _____
17. Ten weeks of classes [is, are] not enough time for this subject. _____
18. The movie about minerals [was, were] hard to hear in the last row. _____
19. The people at the college [take, takes] good care of the lawn. _____

20. The grounds crew [care, cares] for acres of grass. _____

AGREEMENT EXERCISE 4 My Score: _____%

11. Neither Hans nor Lucia [was, were] able to complete the test. _____
12. All of the other students [read, reads] faster than I do. _____
13. Behind the gym [is, are] the locker rooms. _____
14. Each of the students [was, were] ready to deliver the report. _____
15. Books and periodicals [provide, provides] ideas for research. _____
16. Lucia [play, plays] the violin in the orchestra. _____
17. Where [is, are] the books required for my English class? _____
18. Some of Bill's friends [live, lives] near Nashville. _____
19. Either Lucia or her parents [is, are] working at the soup kitchen today. _____
20. Most of the students [was, were] happy with the test results. _____

AGREEMENT EXERCISE 5 My Score: _____%

11. For this race fifty seconds [is, are] a very good time. _____
12. Everyone in the room [look, looks] alert. _____
13. Coffee sitting in paper cups [cool, cools] very quickly. _____
14. Either May or June [is, are] the month classes end. _____
15. For Venita's pottery project twenty pounds of clay [is, are] plenty. _____
16. Both Venita and Hans [write, writes] clearly. _____
17. In our library there [is, are] only two books about evolution. _____
18. Either the book or the magazine in my bag [is, are] due at the library. _____
19. Getting to classes on time [is, are] sometimes difficult. _____
20. Neither Venita nor Bill [know, knows] the test date. _____

AGREEMENT EXERCISE 6 My Score: _____%

11. Upon Bill's desk [sit, sits] all his notebooks. _____
12. Every person in Bill's class [know, knows] him well. _____
13. One of Hans's difficulties in writing papers [is, are] spelling. _____

14. Studying for most exams [is, are] tedious. _____
15. Everybody in our class [is, are] prepared for the exam. _____
16. Hans and Bill [was, were] going to go sailing last weekend. _____
17. There [was, were] fifty people in Lucia's anthropology class. _____
18. Either the students or the teacher [was, were] being unreasonable. _____
19. One of Venita's friends [has, have] just returned from Japan. _____
20. Fifty minutes [was, were] enough time for the class project. _____

AGREEMENT EXERCISE 7 My Score: _____%

11. In the display case in the gym [was, were] several trophies. _____
12. Each of these trophies [represent, represents] much hard work. _____
13. The largest or next to largest one [is, are] for being league champion. _____
14. On Lucia's desk [was, were] a book or a pamphlet. _____
15. Everyone in the class [is, are] sure to improve. _____
16. Either Hans or his classmates [has, have] begun the research. _____
17. Only one member of the group [has, have] begun the report. _____
18. On Lucia's desk [sit, sits] her computer. _____
19. Two acres [is, are] slightly more than one football field. _____
20. On the benches [sit, sits] many fine football players. _____

AGREEMENT EXERCISE 8 My Score: _____%

11. Next to the table [was, were] four chairs. _____
12. One of the pens on the table [has, have] red ink. _____
13. On the desk [sit, sits] Bill's computer and printer. _____
14. Each of the members [has, have] responsibility to the study group. _____
15. Every player and coach [is, are] prepared for the game. _____
16. There [is, are] three popular methods of documenting sources. _____
17. It [doesn't, don't] matter who gets the job done. _____

18. On the table [was, were] some notebooks or a pile of papers. _____
19. Three hundred pounds of clay [is, are] enough for the pottery class. _____
20. Preparing for your exams often [take, takes] many hours. _____

LESSON 2: AGREEMENT BETWEEN PRONOUN AND ANTECEDENT

Agreement between pronouns and their antecedents present some challenges that are similar to those for subject and verb agreement.

PREVIEWS

For each sentence in the following previews, underline the antecedent for the pronoun. Then write the correct pronoun in the blank. One of the previews provides the feminine singular pronoun (*she, her, hers*), and the other provides the masculine singular pronoun *(he, him, his*). If the sentence requires a singular pronoun, choose whichever singular pronoun is provided. Remember that pronouns do not always have to refer to the subject of the sentence.

AGREEMENT PREVIEW 4 My Score: _____%

11. One usually knows whether [she, they] did well on an exam. _____
12. Somebody should be able to drive [her, their] car to the game tomorrow. _____
13. Nobody wants to lose [her, their] scholarship by getting low grades. _____
14. Each of the students was proud of [her, their] grade on the test. _____
15. Everyone offered all the help that [she, they] could. _____
16. Venita or Lucia will lend you [her, their] math book for the evening. _____
17. Lucia or her parents offered to lend [her, their] car to Bill for a week. _____
18. Venita's choir sewed [its, their] own robes. _____
19. Her choir gave [its, their] best performance last night. _____
20. One hundred dollars was too much for one book because [it, they] emptied Venita's bank account. _____

AGREEMENT PREVIEW 5 My Score: _____%

11. One of her classmates lost [his, their] book. _____
12. One of her classmates made outstanding contributions to [his, their] class. _____

13. One of the anthropology students asked the instructor several questions about the final exam that [he, they] would have to take. _____
14. One of the anthropology students lost [his, their] class notes. _____
15. The copies of that book were unavailable because [it, they] had been checked out of the library. _____
16. The copies of that book were checked out because two instructors had chosen [it, them] as a text. _____
17. The cost of textbooks angered some students because [it, they] seemed to rise so quickly. _____
18. Most instructors at the college contributed to [its, their] scholarship fund. _____
19. The supporters of each candidate had an opportunity to make [his, their] comments about the candidate. _____
20. The supporters of each candidate were thrilled at [his, their] nomination to high office. _____

Pronoun-antecedent agreement requires choosing the right form of a pronoun. Pronouns represent (take the place of) nouns and other pronouns. The noun or pronoun that a pronoun represents is called its ***antecedent.*** In addition, we have the ***pronominal adjectives*** (the adjective forms of the pronouns—like *his*, *her*, *their*, *my*, *our*, etc.). These pronouns and pronominal adjectives provide a few twists that can confuse even careful writers.

First, pronouns are different from verbs in that pronouns have three characteristics that distinguish them from each other: person, gender, and number. Whenever you use a pronoun, it should agree with its antecedent in all three characteristics. In this chapter, though, we are going to concern ourselves specifically with number—the difference between singular and plural.

8-2-A INDEFINITE PRONOUNS

In this area indefinite pronouns probably cause writers the most headaches.

ONE words	**BODY words**	**OTHERS**
one	***- - - -***	***each***
anyone	***anybody***	***either***
everyone	***everybody***	***neither***
someone	***somebody***	
no one	***nobody***	

Just as we always use a singular verb with these pronouns, we also have to use singular pronouns to make a later reference to them. The difficulty that occurs most often is that these indefinite pronouns, like *everyone*, can refer to both males and females. But when we want to refer to that *everyone* later with one of the personal pronouns (like *he*, *she*, or *they)*, we cannot find one that fits. If we use just *he* or just *she*, we seem to leave out some people. If we say *they*, we are using a plural pronoun to refer to a singular one—a choice that can make our sentence seem to talk about different person(s) rather than the same one(s). No clear-cut answer seems to satisfy everybody in every case. However, we have some strategies for making the most of difficult situations:

6. Rephrase the sentence so that the **plural** can be used throughout.
7. Rephrase the sentence so that **no pronoun** is need.
8. Use ***he or she*** where you need to make sure that you included every person as an individual.
9. Make an effort to use the different genders equally in **different locations**. (Don't switch back and forth within a short document.)
10. In cases where there are **two unidentified persons** playing different roles (e.g. those of instructor and student), identify one with masculine pronouns and the other with feminine pronouns.

Here is how they can work in different situations:

INCORRECT	**STRATEGY**	**CORRECT**
Everybody in the class should complete **their** exams on time.	**Plural**	All students in the class should complete **their** exams on time.
Somebody left **their** textbook in the classroom.	**No pronoun**	Somebody left **a** textbook in the classroom.
Since someone is sure to claim this lost cash, we will just wait till **they** show up.	**He or she**	Since someone is sure to claim this lost cash, we will just wait till **he or she** shows up.
Everyone can complete **their** work on time.	**Different locations**	Everyone can complete **her** work on time. (In the next paper, you can make it **his**.)

Everyone needs to ask **their** doctor about the medication that is prescribed.	**Two unidentified persons**	Everyone needs to ask **his** *doctor* about the medication that **she** prescribes.

8-2-B OTHER SITUATIONS

Many of the same rules about subject-verb agreement have their parallels in pronoun antecedent agreement.

5. To refer to two words joined by *and*, normally use a plural pronoun.
6. To refer to two words joined by *or* or *nor*, make the pronoun agree with the closer word.
7. To refer to a group noun, decide whether the group is acting as a unit or as separate individuals.
8. To refer to an amount, normally use a singular pronoun.

Here are some examples of how those rules apply.

Nacio and *Maria* have bought **their** books for the new term.
Tuan or his parents will let you borrow **their** car.
The jury reported **its** verdict.
Five gallons of water seems like a lot if you have to carry **it**.

8-2-C DOES IT MAKE SENSE?

The last problem that can sabotage a writer is not thinking about what makes the best sense in a particular situation. Although pronouns in a sentence very often refer back to the subject of the sentence, that is not always the case. In some sentences, the meaning requires that the pronoun refer to another word. This is the major difference between subject-verb agreement and pronoun-antecedent agreement. The following sentences are correct ones that show how the correct pronoun can be determined.

EXAMPLE	**EXPLANATION**
One of the boys made a mess of **his** room.	The room belongs only to the boy who made the mess.
One of the boys made a mess of **their** room.	Two boys share a room, so it belongs to both of them.

One of the girls left **her** bike at school.	Children usually don't share bikes, so it makes sense to believe that one girl owns the bike.
Every one of the Dallas Cowboys was proud of **his** contribution to the victory.	The contributions belong to each individual Cowboy (*one*).
Every one of the Dallas Cowboys contributed to **their** victory.	The victory belonged to the whole team (*Cowboys*).
The list of textbooks is filed in **its** own file folder.	The folder belongs to the list. (Books don't fit well in folders.)
The list of textbooks contains **their** prices.	The prices belong to the books. (Lists are less likely to have prices.)

EXERCISES

For each sentence in the following exercises, underline the antecedent for the pronoun. Then write the correct pronoun in the blank. Some of the exercises provide the feminine singular pronoun (*she, her, hers*), and others provide the masculine singular pronoun *(he, him, his*). If the sentence requires a singular pronoun, choose whichever singular pronoun is provided. Remember that pronouns do not always have to refer to the subject of the sentence.

AGREEMENT EXERCISE 9 My Score: _____%

11. The members of the study group could not agree on [her, their] responsibilities to the group. _____
12. The group determined [its, their] purpose during the previous term. _____
13. But this term the group had different opinions about [its, their] responsibilities to each other. _____
14. In the discussion about the study group, most agreed that everyone should do [her, their] own work. _____
15. Venita had argued that someone might need help with [her, their] part of the project. _____
16. She thought that the group might have to change the way [it, they] assigned the jobs. _____

17. Lucia wanted to know whether anybody in the group had actually complained that too much work was assigned to [her, them]. _____
18. Hans told them that he had only heard a rumor that someone had thought that the group expected too much from [her, them]. _____
19. Hans said that he was sure that Venita and Lucia would always do [her, their] best to be fair. _____
20. They agreed that every one of them would do [her, their] best. _____

AGREEMENT EXERCISE 10 My Score: _____%

11. The group then began to determine [its, their] agenda for the next week. _____
12. Everyone had a different idea about what [he, they] needed from the others in the group. _____
13. One of the group members wanted them to do some research in political science for [him, them]. _____
14. Some of the other members thought that the extra work would be too much for [him, them]. _____
15. Venita and Lucia volunteered to help if the research topic could be changed on one closer to [her, their] topics. _____
16. They encouraged anyone in the group to suggest topics of personal interest to [him, them]. _____
17. It seemed that everyone had a topic that was interesting to [him, them]. _____
18. Every political system, political movement, and level of government had [its, their] appeal to someone. _____
19. Each person had a reason that the others should contribute [his, their] time to a particular topic. _____
20. At that time not one of them was willing to abandon [his, their] favorite topic. _____

AGREEMENT EXERCISE 11 My Score: _____%

11. They decided to jot down a list of the topics with the names of [its, their] originators. _____
12. Then they read over the list of topics to determine whether they were satisfied with [its, their] completeness. _____
13. Each originator of a topic had a chance to explain the reasons for choosing [her, their] topic. _____

14. Other members had a chance to ask [her, their] questions about the topic. _____
15. Then all of the members wrote down [her, their] first three preferences for researching. _____
16. The group wanted Hans or Bill to tally up the results and give [his, their] report within a few minutes. _____
17. Bill did the job and reported that one of two topics was probably the best choice because [it, they] seemed very similar. _____
18. The two topics, advertising in the initiative processes and lobbying in the legislature, also had an equal number of votes cast for [it, them]. _____
19. Most of the group agreed to spend five hours on these topics because [it, they] could be fit into their schedule without a problem. _____
20. But nobody in the group even knew yet whether the research would help in the paper that [she, they] would submit the next month. _____

For each sentence in the following exercises, determine whether the issue is one of subject-verb agreement or pronoun-antecedent agreement. Underline the word with which the verb or pronoun must agree and write the right word in the blank. Some of the exercises provide the feminine singular pronoun (*she, her, hers*), and others provide the masculine singular pronoun *(he, him, his*). If the sentence requires a singular pronoun, choose whichever singular pronoun is provided.

AGREEMENT EXERCISE 12 My Score: _____%

11. They found out that nobody in the study group [was, were] very knowledgeable on the topics they chose. _____
12. Many of them spent more time on the project than [he, they] planned. _____
13. At the end each of them had learned more about politics and about [his, their] own level of knowledge of political processes. _____
14. Neither lobbying nor advertisements [was, were] a good source of reliable information. _____
15. Both lobbying and advertisements [was, were] used to get results rather than to inform people. _____
16. Not everybody [was, were] as surprised as others by this information. _____
17. For example, both Bill and Hans had politicians in [his, their] families. _____

18. They believed that nearly every voter, legislator, and lobbyist [was, were] motivated only by interest in personal benefit. _____
19. But they all learned that everybody in the group [was, were] genuinely concerned about the welfare of the group's members. _____
20. Many of them put in more than the five hours they promised because [it, they] would benefit everyone. _____

AGREEMENT EXERCISE 13 My Score: _____%

11. Both the research material and the moral support from the other members [was, were] invaluable to their success in their classes. _____
12. They knew of several other students who [was, were] dropping out of school because of discouragement. _____
13. Many felt that anyone could have suffered the same fate if [she, they] had not received so much help from the group. _____
14. Hans said that he had gotten very discouraged before the group had offered him [its, their] help. _____
15. Bill and Hans had both been bored by [his, their] classes until they got the opportunity to discuss them with the group's members. _____
16. Neither the instructors nor the rest of the college [was, were] able to provide the support that peers could. _____
17. The college had several resources that [it, they] provided for the students. _____
18. But neither tutors nor instructors understood like a fellow student because [she, they] did not see things from a student's perspective. _____
19. Sometimes a parent or another relative could provide [her, their] support. _____
20. However, that support is not the same as that which a study group can provide [its, their] members. _____

AGREEMENT EXERCISE 14 My Score: _____%

11. There [was, were] always some classes that they took alone, without any members of their study group. _____
12. When someone in the group took a class that had no study groups, [he, they] tried to form a new study group. _____

13. But most of them liked staying together and taking the same classes as the other members of [his, their] group. _____
14. When they were sick, they knew that they could rely on someone in the group to share [his, their] notes. _____
15. They could always rely on Bill and Hans for class notes because [he, they] attended every class and took clear notes. _____
16. Either Venita or Lucia could be relied upon to provide a ride in [her, their] car. _____
17. Knowing that you had several friends there to support you [was, were] very comforting. _____
18. Every one of them knew that the others would provide support whenever [he, they] could do so. _____
19. But they knew that eventually the group would all go [its, their] separate ways. _____
20. Some of them hoped that they might later work with someone from the group after [he, they] graduated from college. _____

AGREEMENT EXERCISE 15 My Score: _____%

11. At the beginning of the next term there [was, were] three work-study jobs available in the library. _____
12. The job announcement indicated that the list of qualifications [was, were] extensive. _____
13. Mike was only one of many students who [was, were] applying for the jobs. _____
14. But unlike many of the others, Mike had recommendations from [his, their] supervisors on the grounds crew. _____
15. One of his supervisors on the grounds crew gave Mike [his, their] advice on how to qualify for the library job. _____
16. He told Mike, "Everyone [is, are] impressed with a job candidate who already knows a great deal about the job." _____
17. "Someone who already [know, knows] about the job looks well prepared." _____
18. "Supervisors like a prepared applicant because [he, they] will not require a long period of training." _____
19. "Remember how our crew could rely on you to help get [its, their] job done quickly because you needed very little supervision." _____
20. "Enthusiasm and a cooperative attitude also help because [it, they] can make doing a job much easier." _____

AGREEMENT EXERCISE 16 My Score: _____%

11. When Mike arrived for an interview, there was a line of students waiting for [his, their] interviews. _____
12. Each of them was anxious about [his, their] chances of being selected. _____
13. Occasionally one of them would glance at the others to assess how much competition [he, they] would be. _____
14. When Mike looked at the others, he couldn't decide whether anyone else [was, were] more qualified than himself. _____
15. Eventually Mike left the others with [his, their] anxieties, and entered the room for the interview. _____
16. In Mike's interview both a supervisor and a regular college library employee took turns asking [his, their] questions of Mike. _____
17. Each of the interviewers [was, were] concerned about different aspects of the job. _____
18. Because the regular college library employee represented the rest of the library employees, he asked Mike questions in an effort to determine how well Mike would work with [him, them]. _____
19. Every one of the questions had [its, their] own point. _____
20. But sometimes Mike couldn't tell what each one [was, were] intended to reveal about him. _____

AGREEMENT EXERCISE 17 My Score: _____%

11. When Mike had some time for his own questions, most of [it, them] concerned the working conditions. _____
12. In her answers, the supervisor was able to tell Mike that $9.50 per hour [was, were] the rate of pay. _____
13. In addition, 15 hours [was, were] the limit on the workweek. _____
14. However, those hours [was, were] usually able to be arranged to fit around the class schedule of the work-study students. _____
15. They told him that punctuality and reliability [was, were] two major qualifications that they looked for in library employees. _____
16. Excessive tardiness or absence from the job [was, were] considered grounds for dismissing an employee. _____

17. But a single tardiness or absence was not considered to be serious because [it, they] did not seriously affect the workload of others. _____
18. In addition, the ability to speak pleasantly to library patrons [was, were] important for employees who worked with those patrons. _____
19. Because of the advice from his grounds supervisor, neither the attitude of the interviewers nor their questions [was, were] very surprising to Mike. _____
20. Mike thought, "Even if I don't get the job, the interview with these library employees [has, have] been a valuable experience." _____

AGREEMENT EXERCISE 18 My Score: _____%

11. Mike felt tired after the interview with the library employees because [it, they] had asked questions that really challenged him. _____
12. Exhaustion and nervousness about getting the job [was, were] making it difficult for him to study. _____
13. He was constantly distracted by all the interview details which [was, were] running through his mind. _____
14. He knew that there [was, were] questions he could have answered better. _____
15. He had been told that each of the three people chosen for the job would be informed within five days whether [he, they] had been chosen. _____
16. Also, Mike had mixed feelings about leaving the grounds crew because [it, they] had become his friends. _____
17. When he learned that he would be paid $9.50 per hour, he realized that [it, they] was the same as the pay on the grounds crew. _____
18. But Mike hoped that he would receive the job because the hard physical labor and effects of the weather [was, were] making it hard for him to study. _____
19. Finally, on the fifth day he found out that he was one of the three who [was, were] hired. _____
20. The relief that he felt at being one of the three [was, were] a wonderful feeling. _____

CHAPTER 9

PRONOUN FORM AND REFERENCE

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Recognize the subject, object and, possessive forms of personal and relative pronouns***
- ***Recognize which sentence functions require which pronoun forms***
- ***Identify and correct incorrect pronoun form***
- ***Understand that most pronouns must have specific nouns or pronouns as their antecedents***
- ***Identify and correct ambiguous or unclear reference of pronouns***

LESSON 1: PRONOUN FORM

One of the most challenging tasks for some writers is to choose the right form of pronouns--for example choosing between *she* and *her* or between *who* and *whom*.

PRONOUN PREVIEW 1 My Score: _____%

For the following exercises, mark the correct form of the pronoun(s).

1. Scott was a little hesitant when [he, him] and [I, me] considered enrolling at the community college.
2. He had at least as many reservations as [I, me].
3. Even [I, me] had some serious questions about [us, our] enrolling.
4. [We, us] students are sometimes nervous about new challenges.
5. We wondered [who, whom] could help us.
6. At the college the advisor [who, whom] we consulted made enrolling easier for [we, us].
7. She gave both Scott and [I, me] some good advice.
8. Her advice helped Scott even more than [I, me].

9. [Whoever, Whomever] suggested talking to an advisor really helped [we, us].
10. For Scott and [I, me] enrolling was a new beginning.

Most nouns have only two distinguishable forms—an all-purpose form and a possessive form. The all-purpose forms are ones like *college, classes, Florida*, and *Michael James*. The possessive forms of these would be *college's, classes', Florida's* and *Michael James's*. (For more information on forming the possessive of most nouns, see Chapter 16.) Many pronouns, however, have three or four distinct forms. The most important ones are the personal pronouns and the relative pronouns. The personal pronouns refer to the three persons: the person speaking (first person), the person spoken to (second person), and all other persons or things (third person). *Who* and *whoever*, relative pronouns that refer to people, also have different forms. Here is a list of forms for the pronouns and the pronominal adjectives, adjectives formed from the possessive pronouns:

	SUBJECT FORM	**OBJECT FORM**	**POSSESSIVE FORM**	**PRONOMINAL ADJECTIVE**
First person	I, we	me, us	mine, ours	my, our
Second person	you	you	yours	your
Third person	he, she, it, they	him, her, it, them	his, hers, its, theirs	his, her, its, their
Relative pronoun	who whoever	whom whomever	whose	whose

If you understand the basics of sentence construction, choosing between the subject and object forms of these words is not very difficult.

RULES FOR PRONOUN FORM

1. Use the subject form for all subjects and subject complements of predicate verbs (but not for pronouns before verbals).
2. Use the object form for all objects: direct objects, indirect objects, and objects of prepositions.
3. To choose the right form of the relative pronoun, identify its job in the clause it introduces.

A few constructions cause writers some confusion. The most confusing ones deal with the pronouns used along with nouns, as in phrases like *we students* or *Maria and me* and with clauses beginning with *than* or *as*. When you have a pronoun used along side a noun, ignore the noun when you decide on the form of the pronoun. For example, imagine that you are trying to choose between *I* and *me* to fill the blank in this sentence:

> For Maria and _____ the library is the best place to study.

If you ignore the *Maria and* portion of the sentence, the correct form is obvious to most writers because without *Maria and* they would choose the following phrasing:

> For ***me*** the library is the best place to study.

So *me* would be the correct word to fill the blank in the original sentence.

When clauses begin with *than* or *as*, often we leave out part of the clause, particularly the verb. To choose the right form of the pronoun, make sure that you spell out the complete phrasing of the clause. For instance, consider choosing between *they* and *them* in to fill the blank in the following sentence:

> When I studied in the library with my study partners, I made more use of the books and periodicals than _____.

If you completed the entire clause after *than*, it would probably read this way:

> When I studied in the library with my study partners, I made more use of the books and periodicals than ***they*** did.

Adding the verb *did* makes it clear that *they* is the correct form of the pronoun. In many cases like this one, after you know what the complete clause would say, you can omit the added part of the clause as long as your meaning is clear. Here are some examples of correct use of the subject form:

EXAMPLE	REASON FOR SUBJECT FORM
She was my instructor.	*She* is the subject.

It was **she** who taught American History.	*She* is the subject complement after the linking verb *was*.
We students have to make some difficult decisions.	***We*** is the subject of have. Don't let the word *students* confuse you. Without *students*, you would say *We have . . . .*
Nacio and **she** are considering their majors.	*She* is a subject of *are considering*. Don't let the phrase *Nacio and* confuse you. Without *Nacio and* you would say ***She*** *is considering . . . .*
Nacio likes history as much as **she**.	*She* is the subject of a verb that is not expressed: the whole clause is *as* ***she*** *does*. Using *her* would imply that he likes history as much as he likes her.
Nacio likes history more than **she**.	*She* is the subject of a verb that is not expressed: the whole clause is *than she does*. Using *her* would imply that he likes history more than he likes her.

Here are some examples of correct use of the object form:

EXAMPLE	**REASON FOR OBJECT FORM**
We recently met him.	*Him* is the object of the verb *met*.
We gave him our advice.	*Him* is the indirect object of the verb *gave*.
We gave our advice to him.	*Him* is the object of the preposition *to*.
He helped us students for a long time.	*Us* is the direct object of the verb *helped*. Don't let students confuse you. You would say *He helped* ***us*** *for . . . .*
He helped Nacio and me for a long time.	*Me* is the direct object of the verb *helped*. Don't let the phrase *Nacio and* confuse you. You would say *He helped* ***me*** *for . . . .*

Nacio appreciates his instructor as much as her.	*Her* is the object of a verb that is not expressed. The whole clause is *as he appreciates her.* **Warning**: many people may not read this sentence correctly without the extra words. It would be wise to include them.
Nacio appreciates his instructor more than her.	*Her* is the object of a verb that is not expressed. The whole clause is *than he appreciates her.* **Warning**: many people may not read this sentence correctly without the extra words. It would be wise to include them.

Here are some contrasting examples of using who(ever) and whom(ever):

EXAMPLE	**REASON FOR PRONOUN FORM**
Nacio knows who can help with his decision.	*Who* is the subject of the verb *can help*. Don't consider the verb in front of *who*. Consider only the word's relationship to the verb in its own clause.
She is the one who, I believe, can help you.	*Who* is the subject of the verb *can help*. Don't consider the phrase *I believe* because it is an interrupter, not a part of the clause.
The instructor is the one whom, I believe, you need.	*Whom* is the object of the verb *need*. Don't be confused by its being the first word of the clause or by the interrupter *I believe*.
Whomever you choose will surely help you.	*Whomever* is the object of the verb *choose*. Don't be confused by its being the first word of the sentence.

The possessive case can cause occasional problems for many writers. The most common situation is the combination of a noun or pronoun and a verbal ending in -*ing*. If you look at the following sentences, you may not see too much difference between their meanings:

She didn't like him sitting right next to her.
She didn't like his sitting right next to her.

Only one of the sentences uses the correct form—the one with the possessive, *his*. Why is it correct? It helps to look at the same

sentence with one minor change—with a noun in place of the pronoun. Consider the following two sentences. What is the difference in their meanings?

She didn't like the man sitting right next to her.
She didn't like the man's sitting right next to her.

The difference in meaning is that the first one says that she didn't like the man who was sitting next to her. The second one says that she didn't like a person to be so close to her.
The difference in meaning results from the difference in forms. In the first case the direct object of the verb *like* is *man*, so the sentence says that she didn't like him. In the second case the direct object cannot be the man because it is possessive (*man's*), so the direct object, the thing she didn't like, is *sitting (right next to her).* The way to determine the correct form in these cases is to determine what is the direct object of the verb. If it is the person who is liked, not liked, etc., then the correct form is the object form. If it is the action (sitting or some other action) that the subject likes or does not like, then the correct form is the possessive.

EXERCISES

For the following exercises, mark the correct form of the pronoun(s).

PRONOUN EXERCISE 1 My Score: _____%

1. Sometimes taking a class with a friend can be a good experience for you and for [he, him].
2. When I took a math class with Scott, [he, him] and [I, me] planned to help out each other.
3. I was glad to study with [whoever, whomever] was serious about the subject.
4. It worked for us because he was just as interested in the subject as [I, me].
5. But I was the one for [who, whom] math was the most difficult.
6. Scott was the one [who, whom] had the most confidence in his math skills.
7. I always appreciated [him, his] helping me through the difficult parts of the class.
8. When Scott and [I, me] had questions, we knew we needed to talk to the instructor.
9. We had to decide [who, whom] would ask the instructor our question.

10. The one [who, whom] we chose should have a good understanding of the problem.

PRONOUN EXERCISE 2 My Score: _____%

1. Scott would usually ask for both himself and [I, me].
2. I appreciated [him, his] taking the responsibility to talk to the teacher.
3. The teacher appreciated [him, his] asking the question for both of us.
4. Scott was the one with [who, whom] the teacher could talk most easily.
5. He must have thought that [we, us] struggling students would make progress by studying together.
6. Scott also appreciated [me, my] asking him so many questions.
7. I was the one [who, whom] the problems always stumped.
8. My questions revealed that Scott and [I, me] had many of the same blind spots in math.
9. He realized that he got as much out of our partnership as [I, me].
10. Together Scott and [I, me] made quite a team.

PRONOUN EXERCISE 3 My Score: _____%

1. Success in studying with others depends upon [who, whom] you chose as study partners.
2. When Scott and Carla took a class together, she didn't appreciate [him, his] studying so seriously.
3. After class Scott and [she, her] would get together to study.
4. But the plan did not work for Scott and [she, her] as it did for Scott and [I, me].
5. He told me about the problems with Carla, with [who, whom] he had studied for several days.
6. Then I asked him [who, whom] caused the problem.
7. Scott said that it was [she, her].
8. She was the one [who, whom] was getting sidetracked.
9. She was the one [who, whom] suggested studying in the cafeteria.
10. There she would see other students [who, whom] she knew.

PRONOUN EXERCISE 4 My Score: _____%

1. Carla's friends wanted to talk to Carla and [he, him] for hours.
2. Scott didn't appreciate [them, their] taking so much of his study time.
3. There were problems even when the other students left Carla and [he, him] alone.

4. It seemed that he was always more interested in studying than [she, her].
5. Every time they started to study, Scott and [she, her] would disagree on what to do.
6. She would tell him "[We, us] study partners need to know more about each other."
7. Scott and [she, her] had different priorities.
8. She didn't appreciate [him, his] wanting to get right into studying.
9. Scott didn't want to be the one [who, whom] gave up his priorities.
10. The study group finally broke up when Scott and [she, her] couldn't agree.

PRONOUN EXERCISE 5 My Score: _____%

1. Carla taught me that even sitting in class next to a friend can be a problem for you and for [she, her].
2. When Carla and [I, me] took psychology together, we sat next to each other.
3. The arrangement didn't work out to well for Carla and [I, me].
4. I was just as bored by the class as [she, her].
5. The time seemed to creep along until Carla and [I, me] got out of class.
6. I think Carla was the one [who, whom] caused the problem.
7. I tried to concentrate on the lectures more than [she, her.]
8. She didn't notice [me, my] concentrating on the instructor.
9. When she talked to me in class, I was the one at [who, whom] the instructor glared.
10. But she was more responsible for the distraction that [I, me].

LESSON 2: PRONOUN REFERENCE

Pronouns also pose additional challenges. If they are not used carefully they can mislead or confuse a reader.

PRONOUN PREVIEW 2 My Score: _____%

Correct any sentence in which the pronouns do not clearly refer to another word in the sentence. If the sentence is correct, mark it ***OK***.

1. At the local college they are really helpful.
2. The college frequently provides information about new opportunities for its students.
3. After one such announcement, Waylan told Scott that he was eligible for a new program.
4. They both heard that they could enroll in the honors program, which was very exciting.
5. When they read about the entrance requirements, they decided to do it.
6. The teachers in the program told the students that they would be working collaboratively.
7. This was really a challenge to the students.
8. Waylan told Scott that he might not like the challenge.
9. When Scott heard about the collaborative efforts, he really liked it.
10. But when Waylan heard about the research required in the new program, it really intimidated him.

Sometimes writers have problems making clear what a pronoun really means. Pronouns are, in an old joke, nouns that have lost their amateur status. The joke contains a kernel of truth. Pronouns have become professionals by representing (standing in place of) nouns and other pronouns. The noun or pronoun that a pronoun represents is called its ***antecedent***. Like lawyers, pronouns represent others. Also like lawyers, they have to have a clear connection to the ones that they represent. The first major problem in this area is that the pronoun could seem to represent two different nouns (or other pronouns)—like a lawyer with a conflict of interest because he represents two different clients in a case. These problems most often occur with the personal pronouns, as in the following cases:

AMBIGUOUS REFERENCE	PROBLEM	CORRECT REFERENCE
Mike told his teacher he left his book in the classroom.	Whose book is it? *His* could represent either Mike or teacher.	Mike told his teacher, "I left my book in the classroom."

Maria asked her friend whether she could get some help with her math.	Who needs the help? *She* and the second *her* could represent either *Maria* or *friend*.	Maria asked her friend to help her with her math. OR Maria asked, her friend, "Can you get some help with your math?"

The second problem is that the pronoun does not represent anything specifically stated in the sentence—like a lawyer who does not seem to have a reason to be in court because he has no identifiable client. Although this problem can occur with most of the personal pronouns, it occurs most often with *they, you, it, which, this,* and *that*.

UNCLEAR REFERENCE	PROBLEM	CORRECT REFERENCE
On the TV they say we are in for bad weather.	Who on the TV said it? *They* doesn't specifically name any source on the TV.	The weather forecaster on Channel 12 says we are in for some bad weather.
At our college you can always talk to the dean.	Who can talk to the dean? Does *you* refer to students, faculty, or someone else?	At our college the dean is always willing to talk to students.
Whenever an instructor explains a term paper on the first day of class, it is really difficult.	Is the explanation difficult, doing the paper, or something else? *It* doesn't clearly state the difficulty.	Whenever an instructor explains a term paper on the first day of class, I have difficulty remembering the instructions when I begin the paper.

When she wrote her theme, she didn't get any help, which is what she really needed.	What did she really need—help or no help? This sentence doesn't say.	When she wrote her theme, she didn't get the help that she needed. OR When she wrote her theme, she benefited by having to do it on her own.
Maria thought that she would surely graduate with honors. This is true of Nacio too.	Does Nacio think Maria will graduate with honors? Or does he think he will too?	Maria thought that she would surely graduate with honors. Nacio agreed with her opinion.
He was finally offered a job by the library; that really made him happy.	What made him happy—any job or specifically the one in the library?	He was really happy that he had the opportunity to work in the library.
After he read the ad about the automotive advances for next year, he decided he needed one.	One what? Presumably we are talking about a car, but let's make it clear.	After he read the ad about the technical advances in next year's cars, he decided he needed one.

EXERCISES

Correct any sentence in which the pronouns do not clearly refer to another word in the sentence. If the sentence is correct, mark it ***OK***.

PRONOUN EXERCISE 6 My Score: _____%

1. Scott talked to Waylan about his being in the History of Western Civilization.
2. Scott told Waylan that he should probably enroll in the class.
3. Scott was certain that he would enjoy the class, and that was true of Waylan too.

4. Waylan told Scott that his father would be a good source of advice about the college classes.
5. So Scott talked to his father about the college classes which he had taken.
6. Scott's father talked to him about his favorite classes in college.
7. His father had taken many history classes which interested Scott.
8. Scott listened to his father's advice, which he had to agree with.
9. Scott said he would take Western Civilization, which his father really liked.
10. Later Scott asked Waylan about his plans.

PRONOUN EXERCISE 7 My Score: _____%

1. Waylan had gotten his name on the waiting list for the class last term, but that had been hard on him.
2. Although he wasn't allowed to enroll, Waylan had even bought the textbook, which was disappointing.
3. After Waylan had explained this all to Scott, he was tired of the subject.
4. In the end Scott decided that he would postpone taking the class, which would be difficult for him.
5. During the registration process, they really made it difficult for Scott.
6. When Scott met Dick in registration line, he complained about how long he had waited.
7. Dick thought that they should have made the process quicker.
8. Scott couldn't get anyone else to listen to his complaint about registration, which was really frustrating.
9. While he was registering, he missed seeing a poster for a new class, which could have changed his life.
10. But later Dick told him all about the new class, which was called Montana State History.

PRONOUN EXERCISE 8 My Score: _____%

1. Scott told Dick that the class should really interest him.
2. The class covered everything from the geological formation of the state to modern politics, which Scott found particularly intriguing.
3. When the course was created, they decided to cover history in the broadest sense.
4. Scott finally told his Dad that there was a history class that would really appeal to his interests.
5. When Scott bought the textbook, it cost more than he expected.
6. When the clerk rang up the book, it read seventy-five dollars.
7. He thought that a book about Montana history should have been cheaper because of its being relatively short.

8. In other places they have histories that span thousands of years.
9. He felt that he had paid too much for his books; this is how Dick felt too.
10. At least the class helped Scott to understand the history of the state, which he found useful later in life.

CHAPTER 10

TENSE AND VERB FORM

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that verb forms are based on three principal parts***
- ***Understand that additional verbs can be added to the root verb to express particular shades of meaning***
- ***Identify and correct incorrect perfect verb forms***
- ***Identify and correct shifts of verb tense***
- ***Understand the meaning of the passive voice and choose the right form for passive voice verbs***
- ***Understand the uses of subjunctive mood and choose the right form for those uses***

The easiest way to identify the verb of a sentence is to determine which word changes form to tell time. With a few exceptions, verbs change their form to indicate past and present times. The other times (tenses—e. g., future, past perfect, future perfect) rely on the addition of helping verbs rather than on changes in the main verb. The fact that verbs can take so many different forms raises some questions in writers' minds about what the correct form is for specific situations.

LESSON 1: PRINCIPAL PARTS

Sometimes writers are not sure which form of a verb is correct in a specific sentence or whether the form that they are thinking of is correct in any sentence. Knowing the principal parts of the verbs will help a writer choose the right form.

VERB PREVIEW 1 My Score: _____%

For the following sentences choose the **past** or **past participle** form of the verb whose present (base) form is given in brackets.

11. Before Yuri [go] college, he had often [think] about opportunities a college degree would provide.
12. Attending college had [become] a dream of his.
13. He frequently [write] to his family about how his dream had [arise].
14. As the years [fly] by, his dream had [grow] to be a passion for him.
15. When he finally enrolled in college, he [know] that he had [do] the right thing.

The three principal (main) parts of verbs are called the present (or base form), the past, and the past participle. These parts are important because many of the most common verbs of English do not follow regular patterns in forming these parts. The regular pattern is to just add an -*ed* ending to the present form to make both the past and the past participle forms. The past form is used for simple past statements and the past participle is used with past helping verbs—such as *has, have*, and *had*—and as a verbal adjective. Here are just a few of the many regular verbs:

REGULAR VERBS

PRESENT	**PAST**	**PART PARTICIPLE**
ask	asked	asked
judge	judged	judged
jump	jumped	jumped
like	liked	liked
walk	walked	walked

However, not all verbs have such a regular pattern. The most common verbs are often the most irregular. The verb *to be* is probably the most common and the most complicated verb in English. It not only has different forms for different times but also for different persons. Here are the forms:

TO BE
SIMLE FORMS

PRESENT		PAST		FUTURE	
I	am	I, he, she, it	was	**All** (I, you, he, she, it, we, they)	will be
he, she, it	is		were		
we, you, they	are	you, they, we			

PRESENT PERFECT		PAST PERFECT		FURURE PERFECT	
I, we, you, they	have been	**All**	had been	**All**	will have been
he, she it	has been				

TO BE
CONTINUOUS
FORMS

PRESENT		PAST		FUTURE	
I	am being	I, he, she, it	was being	**All** (I, you, he, she, it, we, they)	will be being
he, she, it					
we, you, they	are being	you, they, we	were being		

PRESENT PERFECT		PAST PERFECT		FURURE PERFECT	
I, we, you, they	have been being	**All** (I, you, he, she, it, we, they)	had been being	**All** (I, you, he, she, it, we, they)	will have been being
he, she it	has been being				

Other verbs have some surprises, but only in the past and past participle forms. The changes between forms have quite a range. Here are some in which all three forms have differing vowels in the middle:

IRREGULAR: VOWEL CHANGE

PRESENT	PAST	PAST PARTICIPLE
begin	began	begun
drink	drank	drunk

ring	rang	rung
shrink	shrank (or shrunk)	shrunk (or shrunken)
sing	sang	sung
sink	sank	sunk
spring	sprang	sprung
stink	stank (or stunk)	stunk
swim	swam	swum

Another set of verbs is quite irregular in that all their principal parts are the same. These are exceptions to the rule about verbs changing to indicate the difference between present and past times:

IRREGULAR: NO CHANGE

PRESENT	**PAST**	**PAST PARTICIPLE**
bet	bet	bet
cast	cast	cast
cost	cost	cost
cut	cut	cut
hit	hit	hit
hurt	hurt	hurt
let	let	let
put	put	put
quit	quit	quit
read (pronounced *reed*)	read (pronounced *red*)	read (pronounced *red*)
rid	rid	rid
shut	shut	shut
split	split	split
spread	spread	spread
upset	upset	upset

Some of the other important verbs that do not follow either of these extreme patterns are these:

OTHER IRREGULAR VERBS

PRESENT	**PAST**	**PAST PARTICIPLE**
arise	arose	arisen
bite	bit	bitten
become	became	become
blow	blew	blown
break	broke	broken
bring	brought	brought
buy	bought	bought
build	built	built
catch	caught	caught

choose	chose	chosen
come	came	come
do	did	done
draw	drew	drawn
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fitted (or fit)	fitted (or fit)
fly	flew	flown
forget	forgot	forgotten (or forgot)
freeze	froze	frozen
get	got	got (or gotten)
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hold	held	held
keep	kept	kept
know	knew	known
lay (to place)	laid	laid
lead (pronounced *leed*)	led	led
leave	left	left
lie (to recline)	lay	lain
lose	lost	lost
make	made	made
meet	met	met
pay	paid	paid
ride	rode	ridden
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
shake	shook	shaken
shine (to give light)	shone	shone
sleep	slept	slept
speak	spoke	spoken
stand	stood	stood
steal	stole	stolen
strike	struck	struck (or stricken)
swing	swung	swung

take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
try	tried	tried
wear	worn	worn
win	won	won
write	wrote	written

In some cases a writer chooses the wrong form of the verb. The main reason for the mistake is that the simple past for sounds better to an individual than the past participle form. To avoid this mistake, a writer needs to remember that the past participle form should always be used after the helping verbs *have, has,* and *had*. For example, we should use the following phrasing: "She had ***written*** several books before she ***wrote*** this one." The second reason for the mistake is that the forms of a similar sounding verb sound better. For example, some might think that the sing*, sang, sung* pattern would be the model for *bring*, and they could arrive at the incorrect forms *brang* and *brung*. For this problem, only memorizing the correct forms and practicing using them in sentences will help.

VERB EXERCISE 1 My Score: _____%

For the following sentences choose the past or past participle form of the verb whose present (base) form is given in brackets.

16. When Yuri [begin] college, he thought about all the opportunities he had [see] but had not [take].
17. He [think] about the opportunities that had [fly] away from him.
18. He had often [chose] to earn more money to support his lifestyle.
19. He usually [drive] expensive cars, although he had earlier [drive] an economical one.
20. The expenses for those cars had [eat] up a large portion of his income.
21. The cars hadn't [give] him any real satisfaction.
22. He now [know] that he had [go] down the wrong path.
23. His dream had [lie] dormant for too long.
24. All of those luxuries had [fall] by the wayside, once he [begin] to focus on his dream.
25. Recently he had [become] more thrifty and could save some money for tuition.

LESSON 2: VERB TENSE

Normal verbs can take several different forms for different purposes. The change of form of which we are most aware is an indicator of ***tense***, the characteristic of a verb that tells about the time and kind of action. One of the biggest challenges is to keep the tense (time) of verbs in a writing assignment consistent.

VERB PREVIEW 2 My Score: _____%

The following passage is one that has a confusing mixture of past and present tenses. Correct the verbs so that the whole is told in **past tense**.

1. Last Wednesday afternoon I observed one of the college's librarians helping students with their research.
2. She is a woman who appears to be about fifty years old.
3. She wore her hair up in a bun, and her clothes are quite simple.
4. The simple hair and clothing make her seem to be someone who is focused on her job.
5. When I first see her, she is standing near some computers and smiling at a student as he explains the problem that he has with his research.
6. The librarian very quickly understood the problem, for she gives the student a quick answer, and then leads him away to another part of the library, where I lost sight of them.
7. A little later, she came back to where I am sitting; this time she has a big grin on her face.
8. She seems very satisfied with the help she has provided the student.
9. That satisfaction shows that she is serious about doing a good job.
10. Then she walks slowly around the computer terminals, apparently looking for another student in need of help.

Knowing the forms and uses of the different tenses is crucial to choosing the right verb forms for a specific sentence. First, we need to cover the forms. Many verbs belong to one of three simple tenses: present, past, future. Some belong to the perfect tenses (indicating a completed action): present perfect, past perfect, and future perfect. A verb can take either simple form (to indicate a one-time action or a general rule) or a progressive form (to indicate a continuing action). In addition to these tenses, verbs also have a characteristic called ***voice***. Verbs have just two voices: active voice (a form to indicate that the subject is doing the action) and the passive voice (a form to indicate that the subject is being acted upon). Here is an illustration of all these forms.

SIMPLE FORMS

	Active	**Passive**
Present	(they) help	(they) are helped
Past	(they) helped	(they) were helped
Future	(they) will help	(they) will be helped
Present Perfect	(they) have helped	(they) have been helped
Past Perfect	(they) had helped	(they) had been helped
Future Perfect	(they) will have helped	(they) will have been helped

CONTINUOUS FORMS

	Active	**Passive**
Present	(they) are helping	(they) are being helped
Past	(they) were helping	(they) were being helped
Future	(they) will be helping	(they) will be being helped
Present Perfect	(they) have been helping	(they) have been being helped
Past Perfect	(they) had been helping	(they) had been being helped
Future Perfect	(they) will have been helping	(they) will have been being helped

PERFECT TENSES

Normally native speakers have an easy time choosing the right tense of a verb. However, one problem that often comes up is with the past perfect and future perfect forms of the verbs. The perfect tenses are ones that indicate that some action has been completed before some other point in time (often the time of an action expressed by another verb). To see how this works, let us compare the present perfect tense, which does not cause many writers difficulty, with the past and future perfect tenses. When we change the phrasing of the first clause of the sentence, we then have to change the verb form in the sentence's main clause:

TENSE	**EXAMPLE**	**EXPLANATION**
Present Perfect	Now that we *are* in Santa Fe, we *have finished* our quest.	The present perfect *have finished* indicates that its action has been completed by the time we *are* in Santa Fe.

Past Perfect	When we *arrived* in Santa Fe, we *had finished* our quest.	The past perfect *had finished* indicates that its action had been completed by the time we *arrived* in Santa Fe.
Future Perfect	When we *arrive* in Santa Fe, we *will have finished* our quest.	The future perfect *will have finished* indicates that its action will have been completed by the (future) time we *arrive* in Santa Fe.

AVOIDING SHIFT OF TENSE

One of the most common problems writers have with tense is that of keeping their tenses consistent. Two situations where this problem occurs most often are in talking about our experiences and about our reading. For example, if we observed a person working at a college cafeteria, we might write a draft of the description in the present tense:

> When she **wipes** off the tables, her bulging muscles **make** it seem as if she **is trying** to force the rag into the surface of the table. She **stops** for a minute to glare at a spot that **does** not seem to be clean. Then she **wipes** it again, **flops** the rag over, and **gives** it a final wipe.

In a later revision a writer could very reasonable decide to relate the whole observation in the past tense. Either tense is correct. We can relate the story as though we were reporting action taking place in front of us because we did record it as it took place in front of us. Or we could relate the story as happening in the past because it did. But sometimes we are not careful in converting all the verbs in the story, as in the following passage:

> When she **wiped** off the tables, her bulging muscles **made** it seem as if she **is trying** to force the rag into the surface of the table. She **stopped** for a minute to glare at a spot that **does** not seem to be clean. Then she **wiped** it again, **flopped** over the rag, and **gave** it a final wipe.

In this version not all of the present tense verbs were changed to the past. The two present tense verbs still in the paragraph should be changed to past tense. (Or all of the verbs could be made present tense.)

A similar problem comes up when we are telling about the events of a story we have read. Some of the stories are told in the present tense,

some in the past. But when we are retelling them, we usually have a choice of past or present tense. The stories we have read all still exist, so we can refer to them in the present tense. Our experience of them, though, is in the past, so we can also refer to them in the past. But we have to make sure that, once we make a choice of tense, we stick with it. Switching tenses gives a disjointed impression, like that of a cracked mirror or the image reflected in the windows of a huge glass office building.

EXERCISES

The following passages have been adapted from Solomon Northup's book *Twelve Years a Slave*, published in 1893. He very correctly narrated his experiences working on a plantation in the present tense. However, when he wrote the book, his experiences were obviously in the past. If we were to write a similar narrative about life today, we might have difficulty deciding between the past and present tenses. But once we made a decision, we would have to stick with it. In the exercise version of Northup's story, the tenses are jumbled, as they might be if we were writing the story without careful attention to tense. Correct the verbs so that the whole is told in **past tense**.

VERB EXERCISE 2 My Score: _____%

1. When a new hand [slave], one unaccustomed to the business, was sent for the first time into the field, he is whipped up smartly, and made for that day to pick as fast as he possibly can.
2. At night it is weighed, so that his capacity in cotton picking is known.
3. He is required to bring in the same weight each night following.
4. If it falls short, it is considered evidence that he has been laggard, and greater or less number of lashes is the penalty.
5. An ordinary day's work was two hundred pounds.
6. A slave who is accustomed to picking is punished, if he or she brings in a less quantity than that.
7. There is a great difference among them as regards this kind of labor.
8. Some of them seem to have a natural knack, or quickness, which enables them to pick with great celerity, and with both hands,

while others, with whatever practice or industry, are utterly unable to come up to the ordinary standard.

9. Such hands are taken from the cotton field and employed in other business.

VERB EXERCISE 3 My Score: _____%

1. The hands were required to be in the cotton field as soon as it is light in the morning and, with the exception of ten or fifteen minutes, which is given them at noon to swallowed their allowance of cold bacon, they are not permitted to be a moment idle until it is too dark to see.
2. When the moon is full, they often times labored till the middle of the night.
3. They do not dare to stop even at dinner time, nor to return to the quarters, however late it is until the order to halt is given by the driver.
4. When the day's work in the field is done, the baskets are "toted," or in other words, carried to the gin-house, where the cotton is weighed.
5. No matter how fatigued and weary he was--no matter how much he longs for sleep and rest--a slave never approaches the gin-house with his basket of cotton but with fear.
6. If it falls short in weight--if he has not performed the full task appointed him, he knows that he will suffer.
7. And if he has exceeded it by ten or twenty pounds, in all probability his master will measure the next day's task accordingly.
8. So, whether he has too little or too much, his approach to the gin-house is always with fear and trembling.
9. Most frequently they have too little, and therefore they are not anxious to leave the field.

10. After weighing, followed the whippings; and then the baskets are carried away to the cotton house, and their contents are stored away like hay.

VERB EXERCISE 4 My Score: _____%

1. When this was done, the labor of the day is not yet ended, by any means.
2. Each one then has to attend to his respective chores.
3. One fed the mules, another the swine--another cuts the wood, and so forth; besides the packing is all done by candle light.
4. Finally, at a late hour, they reach the quarters, sleepy and overcome with the long day's toil.
5. Then a fire is kindled in the cabin, the corn is ground in the small hand-mill, and supper and dinner for the next day in the field is prepared.
6. All that was allowed them is corn and bacon, which is given out at the corncrib and smoke-house every Sunday morning.
7. Each one receives, as his weekly allowance, three and a half pounds of bacon, and corn enough to make a peck of meal.
8. That is all--no tea, coffee, sugar, and with the exception of a very scanty sprinkling now and then, no salt.

VERB EXERCISE 5 My Score: _____%

1. The slaves’ cabin was constructed of logs, without floor or window.
2. The latter is altogether unnecessary, the crevices between the logs admitting sufficient light.
3. In stormy weather the rain drives through them, rendering it comfortless and extremely disagreeable.
4. The rude door hangs on the great wooden hinges.
5. In one end is constructed an awkward fire-place.

6. An hour before day light the horn was blown.
7. Then the slaves arise, prepare their breakfast, fill a gourd with water, in another deposit their dinner of cold bacon and corn cake, and hurry to the field again.
8. It is an offense invariably followed by a flogging, to be found at the quarters after daybreak.
9. Then the fears and labors of another day begin; and until its close there was no such thing as rest.
10. He fears he will be caught lagging through the day; he fears to approach the gin-house with his basket-load of cotton at night; he fears, when he lies down, that he will oversleep himself in the morning.

LESSON 3: VERB VOICE

Verb voice does not often give native speakers difficulty, but it does cause difficulty for some who have learned English as a second language.

VERB PREVIEW 3 My Score: _____%

In the following exercises change the active voice verbs to passive voice verbs by following the examples above. Each answer includes a "by . . ." phrase that indicates the original subject of the sentence, but in many cases theses phrases are unnecessary or awkward.

1. Chamroeun enrolled at the state college last fall.
2. An academic adviser told her to take some basic skills classes.
3. Those classes did not attract her at first.
4. But the advisor encouraged her to consider the classes.
5. In the end, she chose the basic skills classes.
6. She completed her first term in December.
7. She values the classes now that she has finished them.
8. She will begin the next term in January.
9. In the next term she will take some more basic skills classes.
10. They should help her a great deal.

Whenever we want to signal that the subject is acted upon instead of acting, we need the passive voice. The distinction between these forms is what makes the difference between “He **helped** someone” and “He **was helped** by someone.” Here is the rule:

TO FORM THE PASSIVE VOICE

1. Identify the past participle form of the verb.
2. Place the correct tense of the verb ***to be*** in front of the past participle.

Here are some examples:

ACTIVE	PASSIVE	EXPLANATION
He *completes* his work on time.	His work *is completed* on time.	Use the -*ed* ending, the regular past participle form. Use *Is*, the present tense of the verb *to be,* because *completes* is present tense.

Her friend *helped* her.	She *was helped* by her friend.	Use the -*ed* ending, the regular past participle form. Use w*as,* the past form of the verb *to be* because *helped* is past tense.
She *did* the job perfectly.	The job *was done* perfectly.	Use *done,* the past participle of the irregular verb *do*. Use *was,* the past form of the verb *to be*, because *did* is past tense.
I *will write* the paper tonight.	The paper *will be written* tonight.	Use *written,* the past participle of the irregular verb *write*. Use *will be,* the future form of the verb *to be*, because *will write* is future.
She *has completed* the paper.	The paper *has been completed* .	Use the -*ed* ending, the regular past participle form. Use *has been,* the present perfect form of the verb *to be* because *has completed* is the present perfect tense.

The passive voice should not be overused. In most cases the active voice is more specific and direct. However, the passive voice does play an important role in cases in which we want to stress the receiver of an action more than the source of the action or in which the source of the action is unknown.

EXERCISES

In the following exercises change the active voice verbs to passive voice verbs by following the examples above. Each answer includes a "by . . ." phrase that indicates the original subject of the sentence, but in many cases theses phrases are unnecessary or awkward.

VERB EXERCISE 6 My Score: _____%

1. Chamroeun has taken college classes for four terms.
2. Basic skills classes in English and math challenged her in the first two terms.
3. Now she is studying nursing.
4. She will be finishing her program in two years.
5. In the meantime nursing requires a great deal of study.
6. Classes take up a large part of each day.
7. Clinical activities demand more time.
8. She has spent many more hours reading her texts.
9. Her studies require almost all of her time and attention.

10. Her income offers little opportunity for entertainment.

VERB EXERCISE 7 My Score: _____%

1. Reading textbooks has replaced all Chamroeun's entertainment.
2. She had always purchased her books at the college bookstore.
3. Her friends usually buy their books there too.
4. The bookstore has some disadvantages.
5. She doesn't appreciate the prices of the books in the bookstore.
6. The long lines at the cash registers also bother her.
7. But the bookstore supplies some help.
8. She likes the helpful clerks in the story.
9. In addition, she gets the book immediately.
10. She can read her books right away.

VERB EXERCISE 8 My Score: _____%

1. A friend told Chamroeun about buying textbooks from an on-line store.
2. The idea intrigued her.
3. This quarter she bought some of her books from an on-line store.
4. The on-line store was selling two of the books at good prices.
5. She received the books several days later.
6. The delay deprived her of precious study time.
7. One book disappointed her.
8. The store had sent an old edition of the book.
9. Students should take care in buying books.
10. The advantages of buying books on-line can mislead a student.

LESSON 4: VERB MOOD

The last characteristic of verbs is called mood. ***Mood*** is the characteristic of verbs that indicates whether a verb expresses an idea (indicative mood), gives directions, orders, or advice (imperative mood), or expresses an idea that is being considered but is not, at least now, accepted as true (subjunctive mood). The first two moods rarely give native speakers problems, but the subjunctive mood does cause frequent problems because it is infrequently used in daily conversations.

VERB PREVIEW 4 My Score: _____%

For the following exercises, replace the ***bold italic*** verbs with the correct forms of the subjunctive mood in order to indicate a proposal or an idea known to be untrue.

1. Yuri wished that the college ***has*** more art courses.
2. If it ***offers*** more courses, he would not be so limited in areas he could explore.
3. If he ***enrolled*** in a larger college, he would have had a choice of more courses.
4. Right now he can only wish that the college ***was*** larger and ***has*** more courses.
5. He suggested that more courses ***are added*** in the art department.

We need the subjunctive mood to express three kinds of ideas: wishes, ideas that we know are not true, and ideas that are being proposed for consideration. The forms of the subjunctive are all familiar, but they are used in ways that are unfamiliar to many. The three forms of the subjunctive are the verb's base form, the past form, and the past perfect form.

	BASE FORM	**PAST**	**PAST PERFECT**
TO BE	be	were	had been
EXAMPLES OF OTHER VERBS: (ask, make, sing)	ask make sing	asked made sang	had asked had made had sung

The base form is the form we use with *to* when we name a verb—for example, *be* for the verb *to be*.

The base form is used in proposing ideas for acceptance or compliance, as in these examples:

EXAMPLE	EXPLANATION
She proposes that the student senate's president ***ask*** for a postponement.	Use *ask* [not *asks*] to indicate an action proposed for consideration.
He moved that her proposal ***be accepted*** by the student senate.	Use *be accepted* [not *is accepted*] to indicate an action proposed for consideration.
The student senate ordered that the president ***make*** the request.	Use *make* [not *makes* or *will make*] to indicate an action proposed for compliance.

The past form of the verb (*were* for the verb *to be)* is used to state an idea that we know to be untrue in the present. The common situations are wishes and *if* clauses:

EXAMPLE	**EXPLANATION**
We wish that we ***made*** more money.	Use *made* [not *make*] to indicate a present wish.
He wishes that he ***were*** president.	Use *were* [not *was*] to indicate a present wish.
If he ***were*** the president, he would do a credible job.	Use *were* [not *was*] to indicate a present idea known to be untrue.

The past perfect form is used to state an idea that we know was untrue in the past. The common situations are wishes and *if* clauses (although the subjunctive form in the third example uses word order instead of *if* to express the same idea):

EXAMPLE	**EXPLANATION**
I wish that I ***had made*** a greater contribution to our cause.	Use *had made* [not just *made*] to indicate a wish about the past.

If he ***had been*** there, he could have done a great deal.	Use *had been* [not *was*] to indicate a past idea known to be untrue.
Had they ***been willing***, they would have saved the day.	Use *had been willing* to indicate a past idea known to be untrue. Starting with the subjunctive mood means that the sentence doesn't even need the word *if* to indicate the conditional clause.

EXERCISES

For the following exercises, replace the ***bold italic*** verbs with the correct forms of the subjunctive mood in order to indicate a proposal or an idea known to be untrue.

VERB EXERCISE 9 My Score: _____%

1. I wish the student government ***is*** doing a better job.
2. Some students thought we would have a better government if Nacio ***was elected***.
3. I too wish Nacio ***is*** president.
4. If Nacio ***holds*** the office of student body president, he would make the government more effective.
5. He also wishes that he ***is*** in a position to help the student body.
6. Mike proposed that Nacio ***is nominated*** for next year.
7. Nacio's friends wished that they ***nominated*** him for president last year.
8. At the next nominations meeting, Mike will move that Nacio's name ***is placed*** on the ballot.
9. If the motion is seconded, the president will have to order that Nacio's name ***is added*** to the ballot.
10. If we just ***did*** this last year, we wouldn't be in this situation today.

VERB EXERCISE 10 My Score: _____%

1. If Marie ***was*** treasurer last year, the books would have been in better order.
2. Marie wished that she ***was*** treasurer to prevent the financial disaster.
3. She suggested that the treasurer always ***has*** accounting training.

4. If that ***was*** true last year, the present problems would have been avoided.
5. Most of the student senators wished they ***have*** responsible officers like Nacio and Marie.
6. They wished that there ***was*** an auditor last year to check the books.
7. Previously, when a senator moved that an auditor ***is hired***, he received no support.
8. This time when Marie proposed that the student council ***hires*** an auditor, she received support.
9. Three senators requested that the proposal ***is*** voted on without delay.
10. Finally, when the senate passed the proposal, the president ordered that an auditor ***is*** hired within the next two weeks.

CHAPTER 11

GENERAL PUNCTUATION

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that correct punctuation helps readers' comprehension***
- ***Understand four basic rules that cover the most common punctuation marks--comma, semicolon, period, dash, and parentheses.***
- ***Understand the correct use of the colon***
- ***Supply correct punctuation for sentences***
- ***Remove or replace incorrect punctuation***

This chapter covers most of the important punctuation marks. There are many rules that apply to each of the punctuation marks. To be correct in every case requires knowing many rules and knowing when each of them applies. However, learning all the rules can be extremely confusing because they all seem so specific and they often seem to conflict. In this chapter, though, we hope to cover primarily the basic principles of punctuation and the way in which they apply to the most common cases. There is usually some logic to punctuation, but not always! Knowing the logic will help with most cases. The first principle is that writers use punctuation to help readers visually group words and thus to make sense of them. We as readers really are dependent upon a writer's use of punctuation to quickly grasp the writer's meaning. To illustrate that point, the following description of the lot of slaves picking cotton (from Solomon Northrup's *Twelve Years a Slave*, published in 1893) has had its punctuation removed. If you try to read it aloud meaningfully, you will probably stumble through much of the passage about the hands' (the slave's) plight:

> the hands are required to be in the cotton field as soon as it is light in the morning and with the exception of ten or fifteen minutes which is given them at noon to swallow their allowance of cold bacon they are not permitted to be a

> moment idle until it is too dark to see and when the moon is full they often times labor till the middle of the night they do not dare to stop even at dinner time nor return to the quarters however late it be until the order to halt is given by the driver the days work over in the field the baskets are toted or in other words carried to the gin house where the cotton is weighed no matter how fatigued and weary he may be no matter how much he longs for sleep and rest a slave never approaches the gin house with his basket of cotton but with fear if it falls short in weight if he has not performed the full task appointed him he knows that he must suffer and if he has exceeded it by ten or twenty pounds in all probability his master will measure the next days task accordingly so whether he has too little or too much his approach to the gin house is always with fear and trembling most frequently they have too little and therefore it is they are not anxious to leave the field after weighing follow the whippings and then the baskets are carried to the cotton house and their contents stored away like hay all hands being sent in to tramp it down

Although the topic of this passage may not be familiar, the lack of punctuation is what makes it seem foreign to us. Clearly a complete lack of punctuation makes reading difficult. It may seem unfair to compare a complete lack of punctuation to reasonably good punctuation. However, a few cases of mistaken punctuation can be almost as daunting as a total lack of punctuation. When readers cannot rely on the punctuation to clearly group the words for them, they often stumble, sometimes become frustrated, and occasionally completely abandon their reading of the offending piece.

Beyond knowing that punctuation helps readers visually and logically group words, writers also need to know how the logic of visual grouping is related to meaning. Four basic rules are quite helpful in understanding how punctuation helps us to make sense of the words in a sentence:

BASIC RULES OF PUNCTUATION

1. Use a **single** punctuation mark to separate items of equal importance.
2. Use a **pair** of punctuation marks to enclose a less important item.
3. Use only the stronger of two punctuation marks if different rules call for two different punctuation marks at the same spot. (Parentheses are the exception.)
4. Do **not** use a **single** punctuation mark between closely related words.

LESSON 1: Use a single punctuation mark to separate items of equal importance.

This rule applies to three punctuation marks listed below in order from the weakest to the strongest:

,	;	. B . . .
COMMA	SEMICOLON	PERIOD (and CAPITAL LETTER)

PUNCTUATION PREVIEW 1 My Score: _____%

For the following sentences add the necessary commas and semicolons. Do not add unnecessary punctuation.

6. Trung's college was in the middle of a busy noisy city.
7. Most of the classrooms were housed in several large brick buildings.
8. In contrast, the administration offices were in a dirty neglected stone building.
9. Trung usually walked by that building rapidly automatically.
10. He rarely saw anyone going in or out of the building today, however, was different.
11. Two deans several instructors and about fifty students were gathered in front of the building.
12. They were standing on the steps on the sidewalk on the tiny patch of lawn.
13. They seemed excited about something slightly impatient and even faintly annoyed.
14. They had arrived early at the college assembled at the entrance and begun their wait for the appearance of the new college president.
15. The college president was late when his airplane arrived when he found a cab and when he finally arrived at the college.

Two items in a row

This rule is applied when there are two items of equal importance in a row without a coordinating conjunction between them. The most obvious cases where this rule applies are between independent clauses. (See Chapter 7.) The period is used to indicate that two independent clauses have quite distinct ideas. The semicolon is used to indicate that the two ideas are more closely connected. A comma shows that the two ideas are very closely related.

EXAMPLE	EXPLANATION
They won the 400-meter race. However, we won the 400-meter relay.	Two independent clauses are separated by a period to show their distinct ideas.
They won the 400-meter race; however, we won the 400-meter relay.	Two independent clauses are separated by a semicolon to show that they are more closely related.
They won the 400-meter race, but we won the 400-meter relay.	Two independent clauses are separated by a comma because the *but* shows that they are very closely related.

But the same rule also applies to smaller sentence parts. When we apply these rules to the smaller sentence parts, we usually prefer the weaker punctuation marks, most often the comma. The common situation is one in which two equally important adjectives and adverbs are placed next to each other. The usual test to determine whether they are equally important is to ask whether putting the word *and* between them would make sense.

TEST FOR EQUAL MODIFIERS

If *and* makes sense between a pair of adjectives or adverbs but the *and* is not stated, then use the comma.

EXAMPLE	EXPLANATION
He greeted us with a cheerful, enthusiastic grin.	*Cheerful* and *enthusiastic* are equally important because *and* would make sense between them. Use the comma.
She ran the course quickly, surely.	*Quickly* and *surely* are equally important because *and* would make sense between them. Use the comma.
The class was held in an old, dilapidated building.	*Old* and *dilapidated* are equally important because *and* would make sense between them. Use the comma.
The class was held in a large brick building.	*Large* and *brick* are NOT equally important because *and* does NOT make sense between them. Do NOT use a comma.

Three or more items in a row

Any time three or more equally important items are in a row, they must be separated from each other even if there is an *and* between the last two. This rule applies both to a series of words and to a series of word groups as in the following examples:

EXAMPLE	EXPLANATION
Tuan, Trung, and *Marie* worked on their project last weekend.	The names are equally important because they are all subjects of the same verb. Use commas.
Tuan *found* some evidence, *wrote* a rough draft, and then *revised* it.	The three verbs are equally important because they are all predicates of the same subject. Use commas.
We were greeted with *smiles, grins*, and *laughter*.	The three things are equally important because they are all objects of the same preposition.

This is a government *of the people, by the people, for the people.*	The three prepositional phrases are equally important because they are used to describe government. Use commas.
Sales have improved in the last year *in retail, in wholesale*, and *in services*.	The last three prepositional phrases are equally important because they all identify **where** sales have improved. Use commas between them. The first in prepositional phrase does not do the same thing as the others. It tells **when**, not **where**. Do not use a comma between it and the next phrase.
We waited, Tom arrived, and we all discussed the upcoming test.	Here there are three independent clauses all connected with the *and*. Therefore, commas are called for.
We waited; Tom arrived; then we discussed the upcoming test.	Here the three independent clauses are not connected by a clause signal, so semicolons are called for.

EXERCISES

For the sentences in the following exercises, add the necessary commas and semicolons. Do not add unnecessary punctuation.

PUNCTUATION EXERCISE 1 My Score: _____%

1. The chemistry building is a large concrete building.
2. It is also a dingy foul-smelling one.
3. Chamroeun entered the building quickly confidently.
4. The dark empty hall led her to her lab.
5. The small organic chemistry lab contained rows of sinks faucets and gas fixtures.
6. She went to her usual table then she got her equipment out of her locker.
7. Later she was interrupted by a student who was in her chemistry math and physics classes.
8. He seemed relieved to see her happy smiling face.
9. But he wanted to chat more than he wanted to work on the important chemistry lab report.
10. He continued to talk about important amazing events of his life.

PUNCTUATION EXERCISE 2 My Score: _____%

1. He talked about his girl friend about his parents about his grades.
2. He was too distracted to do his own work too sleepy to help Chamroeun but too talkative to shut up.
3. He left after he told her all his monotonous depressing stories.
4. She spent the next several hours running an experiment checking figures and writing her report.
5. She got some suspicious peculiar numbers.
6. They put her in a frustrated weary mood.
7. This old chemistry lab had a new personal computer.
8. But it couldn’t organize the figures graph them to her satisfaction or make any sense of them.
9. She finally went home fell into bed and slept for twelve hours.
10. The next day she was late when she got to school when she got home and when she got to work.

PUNCTUATION EXERCISE 3 My Score: _____%

1. Chamroeun wouldn't give up on those wearisome frustrating numbers.
2. She went to the new three-story computer building.
3. She entered the computer lab checked out a computer and went to work on the figures.
4. Something was wrong with the computer the spreadsheet program or the way she entered the information.
5. It looked as if it was going to be another long tiring day.
6. Sitting near her was an old high-school friend.
7. He was a whiz at computers calculators and other electronic devices.
8. She asked him whether he knew a quick easy way to make the computer work for her.
9. He looked at the screen clicked on a few buttons and told her how to fix problem.
10. She responded with a happy sigh a big smile and many thanks.

LESSON 2: Use a pair of punctuation marks to enclose a less important item.

This rule applies to the following punctuation marks listed below in order from weakest to strongest:

, ,	— —	( )
pair of commas	pair of dashes	pair of parentheses

PUNCTUATION PREVIEW 2 My Score: _____%

For the following sentences, add the necessary commas, dashes, and parentheses. Do not add unnecessary punctuation.

16. The president no doubt should be arriving soon.
17. Trung however didn't have time to wait for him.
18. Psychology the first class of his day would begin in just a few minutes.
19. Professor Cortez who taught the class did not like late arrivals.
20. The instructor who taught his philosophy class was just as strict.
21. Three classmates Chamroeun Bill and Maria had been criticized for coming to class late.
22. In the morning Trung got up early whenever he could to catch the early bus to campus.
23. He really liked to pause as no doubt many of his classmates did for a cup of coffee in the student union.
24. Today his last minute run to class he knew he had to run got him to his psychology class out of breath and barely on time.
25. In the psychology class the history of psychology pp. 33-57 in the text was the professor's topic.

NON-RESTRICTIVE ELEMENTS AND INTERRUPTERS

This rule calls for a pair of punctuation marks whenever the less important item could be left out of the sentence without changing or obscuring its basic meaning. The three major categories are non-restrictive modifiers, non-restrictive appositives, and interrupters. A ***non-restrictive modifier*** is one that could be left out of the sentence without significantly altering its meaning. ***Appositives*** are a second name for something or someone we have already named. Like modifiers, appositives can be considered restrictive (necessary for the sentence's meaning) and non-restrictive (unnecessary). In addition to these modifiers, ***interrupters*** require punctuation because they separate words that we normally place close together. Some modifiers become interrupters when they put a large distance between grammatically connected words, like the subject and verb of the sentence. Others interrupters are not strictly speaking modifiers

or appositives but require punctuation because they do interrupt the flow of the sentence.

COMMAS TO ENCLOSE NON-RESTRICTIVE ELEMENTS AND INTERRUPTERS

The normal preference is to use the weakest punctuation that will do the job. Since the comma is the weakest punctuation mark, it is the one that is used most of the time. The following examples illustrate how a pair of commas works:

EXAMPLE	**EXPLANATION**
He was helpful; he was not, *however*, overly helpful.	The adverb *however* is not necessary for the sentence's meaning. It is non-restrictive. Enclose it with commas.
He was, *to say the least*, a bit of an obstacle.	The verbal phrase*, to say the least,* is not necessary for the sentence's meaning. It is non-restrictive. Enclose it with commas.
The college library, *which is in the center of the campus*, contains over 200,000 volumes.	The adjective clause is not necessary to understanding the contents of the library. It is a non-restrictive modifier. Enclose it with commas.
The student body president, *even though an avowed liberal*, supported a very conservative budget.	The shortened adverb clause is not necessary to understand the president's stand on the budget. It is a non-restrictive modifier. Enclose it with commas.
Michael, *my older brother*, will enroll next year.	*My older brother* is not necessary for the meaning of the sentence because the name Michael should identify the person reasonably well. It is a non-restrictive appositive. Enclose it with commas.

My sister *Caitlin* will enroll next year.	Caitlin **is** necessary, at least if a person has more than one sister. It is a restrictive appositive. Do NOT enclose it with commas.
The student body president*, when he took office*, didn't have a plan to develop a budget for the student programs.	The "when . . ." clause is a necessary modifier, but it needs to be set off with commas because it interrupts the connection between the subject, *president*, and the verb, *did have*. (It would be more at home at the beginning or end of the sentence.)
The advantage of the college, *Michael*, is its low tuition.	In addressing a person, the person's name is an interrupter. Enclose it with commas.
But, *no*, it is not free.	*No* is an interrupter because it is a brief answer to a question inserted into a longer answer. Enclose it with commas.
The tuition is, *I think*, about five hundred dollars a quarter.	*I think* is an interrupter because it is not clearly connected to the rest of the sentence. Enclose it with commas.

DASHES AND PARENTHESES WHERE STRONGER PUNCTUATION IS NEEDED

In some cases the break between sentence elements cannot be adequately marked by just a pair of commas. In some of these cases, the choice of punctuation is a matter of judgment rather than one punctuation mark being obviously preferred over another. The pair of dashes is used to mark a break that is stronger than that marked by the pair of commas. The pair of parentheses, on the other hand, is used to mark a break that is so strong that establishing grammatical connections between words inside and outside of the parentheses is difficult. Here are some examples:

EXAMPLE	**EXPLANATION**
That one vegetable—broccoli—is the one I cannot stand.	The writer wants to put more emphasis on this break than commas would provide.

He spoke—hesitatingly at first—about his reasons for dropping out of college.	The dashes provide a stronger break than commas and imply the break that the words describe.
In *Why We Can't Wait* (pp. 76-95) Martin Luther King, Jr., answered his critics.	The page numbers do not have a clear grammatical link with the rest of the sentence. Weaker punctuation will not do.
My earlier paper (I think you know the one that I mean) was my best effort of the semester.	The sentence in the parentheses has no clear grammatical link to the sentence it interrupts. Weaker punctuation will not do.

In some other cases the stronger punctuation marks, dashes or parentheses, are called for because the word group we want to enclose already has commas inside of it. Some writers would prefer parentheses to dashes in cases like those in the following sentences. The choice can be considered a matter of judgment. The preference of this author is for the weakest punctuation that will do the job. Here are some examples:

EXAMPLE	**EXPLANATION**
His brothers—Mike, James, and Jerry—met for coffee in the cafeteria.	The dashes (or parentheses) are needed here because the list of names already has commas inside of it. If commas were used where the dashes are, it might look as if more than three people met for coffee.
Their vacation plans—which, I think, involved California—were their major topic.	Here the dashes (or parentheses) are needed because the adjective clause already has commas to enclose *I think.* If commas were used where the dashes are, they would appear to be enclosing *which* as a less important item.

This rule also has some other important applications, which will be covered in the next section.

EXERCISES

For the sentences in the following exercises, add the necessary commas, dashes, and parentheses. Do not add unnecessary punctuation.

PUNCTUATION EXERCISE 4 My Score: _____%

26. Chamroeun could get back to work; her project however was still not easy.
27. There would be no doubt many more challenges ahead.
28. Her first chemistry course which had covered inorganic chemistry had been hard.
29. She decided nevertheless to take the organic chemistry class.
30. This organic chemistry class even though enjoyable was extremely challenging.
31. Dr. Perez who taught the class had cautioned her about how difficult it would be.
32. The instructor who taught her first chemistry class had told her the same thing.
33. Even Trung an old high school friend had also warned her about the class's difficulty.
34. He had said, "Watch out Chamroeun for organic chemistry."
35. "Even Tien my oldest sister had difficulties with organic chemistry."

PUNCTUATION EXERCISE 5 My Score: _____%

36. Trung continued, "Tien who is the best science student in the family said that it was her most difficulty class."
37. Chamroeun asked, "Do you think it's possible Trung that Tien could tutor me in organic chemistry?"
38. Trung replied, "Tien is I think very busy in graduate school."
39. "And no she wouldn't have time for tutoring until summer," he said regretfully.
40. "Perhaps Chamroeun you could find a tutor at the Tutoring Center."
41. "The college catalog you remember the book that they gave you at orientation has information about the Tutoring Center."
42. The catalog pp. 17-18 did have all the information Chamroeun needed about the Tutoring Center.
43. Eventually Chamroeun got help from three different tutors Scott, Setsuko, and Yuri at the college's Tutoring Center.
44. Their help which was, she said, invaluable was completely free to her.
45. She asked whenever she could for help from the instructor.

LESSON 3: Use only the stronger of two punctuation marks if different rules call for two different punctuation marks at the same place.

This rule applies to four of the five punctuation marks that we have discussed before. The one that it definitely does not apply to is pairs of parentheses, which we normally see in pairs. The punctuation marks are listed from weakest to strongest.

,	; or —	end. **B**eginning
comma	semicolon or dash	period and capital letter

The comma is definitely the weakest, and the beginning and end of the sentence are definitely the strongest. The semicolon and dash fall between those. If a sentence is phrased so that a semicolon and dash are both called for in the same place, rephrase the sentence so that one of the two punctuation marks would no longer need to be there.

PUNCTUATION PREVIEW 3 My Score: _____%

For following sentences, add the necessary commas, dashes, semicolons, and parentheses. Do not add unnecessary punctuation.

46. As the professor lectured most of the students took notes.
47. Trung's mind was still on the people waiting for the new president however.
48. Consequently he missed many of the points his professor made.
49. He remembered that a small college in Walla Walla Washington had previously employed the new president.
50. He had also heard that the president had worked at schools in Portland Oregon Fullerton California and Ames Iowa.
51. Looking at his watch Trung realized that he had wasted many precious minutes.
52. Looking up at the instructor and feeling confused about the lecture he resumed taking notes.
53. He knew that daydreaming wouldn't help him on his first test which would be on Friday.
54. The fact that the Friday in question was October 13 2009 sounded ominous.
55. Why couldn't the date have been October 12 2009October 11 2009 or even October 14 2009?

In many cases where we see a comma, it is, in effect, one of a pair of punctuation marks. The other would have been another comma if it had not been omitted in favor of a stronger punctuation mark, like a period or a semicolon. Here are some pairs of sentences that illustrate that point.

EXAMPLE	EXPLANATION
He knew, of course, the correct date. He knew the correct date, of course.	Because o*f course* is less important, it is enclosed with two commas or with one comma and the end of the sentence.
On the test, however, he wrote it incorrectly. However, on the test he wrote it incorrectly.	Because *however* is less important, it is enclosed with two commas or with one comma at the beginning of the sentence.
He was surprised at his grade; he was not, however, happy. He was surprised at his grade; however, he was not happy.	Because *however* is less important, it is enclosed with two commas or with one comma and the semicolon.

RULES 2 AND 3 COMBINED: SPECIAL CASES

NON-RESTRICTIVE ELEMENTS AND INTERRUPTERS WITH OTHER PUNCTUATION

The rule about enclosing less important items also applies whenever the less important item could cause confusion about important sentence parts—particularly the subject or verb of the independent clause. This rule applies to situations in which verbal modifiers or adverb clauses precede the independent clause. We need punctuation in these two situations because they can cause readers confusion. Verbal modifiers can be confused with both the subject and verb of a sentence. Adverb clauses have their own subjects, verbs, and modifiers, which could be confused with those of the independent clause.

These cases often do not look like cases of using pairs of punctuation marks. The reason they do not is that these are cases in which the third rule is also applied**: use only the stronger of two punctuation marks if different rules call for two different punctuation marks (parentheses excepted) at the same spot.** The examples that follow will be those in which one of the two commas is replaced by stronger punctuation. Most of these situations involve the beginning or end of the sentence. These points are marked with the strongest punctuation—the capital to begin the

sentence and the period (or question mark or exclamation point) to end it. In next set of examples, the pair of punctuation marks is composed of the capital letter that marks the beginning of the sentence and the comma that ends the less important word or word group.

EXAMPLE	**EXPLANATION**
Sighing, he walked out of the room.	To signal that *sighing* is neither a subject nor verb, enclose it with a pair of punctuation marks. (If we actually use a pair of commas, the first comma would be at the beginning of the sentence. We do not put a comma at the beginning of the sentence because the capital letter is stronger.)
Sighing is often a sign of resignation.	In contrast, here *sighing* is the subject and should not be separated from the verb by any punctuation.
Sighing quietly but audibly, he walked out of the room.	To signal that the phrase *sighing quietly but audibly* does not contain a subject or verb, enclose it with a pair of punctuation marks. (The first comma is replaced by the capital letter.)
Sighing and shaking his head, he walked out of the room.	To signal that neither verbal is a subject or verb, enclose them with a pair of punctuation marks. (The first comma is replaced by the capital letter.)
When the books begin arriving, the librarians will start cataloging them.	To signal that the introductory adverb clause is not part of the independent clause, enclose it with a pair of punctuation marks. (The first comma is replaced by the capital letter.)
When the books begin arriving is still in doubt.	In contrast, here *When the books begin arriving* is a noun clause that serves as the subject for the verb *is*. So there should be no punctuation between the *when* clause and its verb.

When the books begin arriving and the librarians are cataloging them, work study students can begin shelving the books.	To signal that neither introductory adverb clause is part of the independent clause, enclose them both with one pair of punctuation marks. (The first comma is replaced by the capital letter.)

NON-RESTRICTIVE ELEMENTS IN DATES AND ADDRESSES AS A SPECIAL CASE

Dates and addresses provide two very common uses of the commas around items that are conventionally considered less important. When we say that they are conventionally considered less important, we mean that we accept a somewhat arbitrary rule. Most states after a city are not necessary. Most years after dates are not necessary. So, to make the punctuation rules easy to apply, we conventionally consider **all** such items to be unnecessary. A little explanation can help to understand how this rule came to be. If a friend were to talk to you about Rome, you would probably assume that she was talking about a city in Italy. If, however, you lived in New York, you might want some clarification. Is it Rome, Italy, or Rome, New York, that she means? Notice the commas here. In situations like these, where the city and a state or country are listed together in a sentence, the state or country is always enclosed in commas. As to dates, if your friend told you that she took her last final exam on December 20, you would assume, reasonably, that it was the previous December 20. But a note that said the same thing would be hard to interpret if we found it ten or twenty years later. Was it December 20, 1985, or December 20, 1986, to which she had been referring?

To summarize, in some situations clarity of meaning requires that we provide the city's state or country or that we provide the year with the date, but others do not. Some sentences may seem quite adequate without the state or country or without the year, but they may look different from a different perspective—from a different location or time. Thus serious writing situations—college or business writing, for example—usually require that we include the state or country with the city and the year with the date. But because in most situations the additional information is not necessary, we mark it as less important by enclosing it in commas. Here are some examples:

EXAMPLE	EXPLANATION
Yesterday in San Antonio, Texas, it reached one hundred degrees.	Texas is probably not needed, so it is enclosed in commas.
In Portland, Maine, it was only sixty degrees.	Even if Portland, Maine, and Portland, Oregon, could be confused, we still set off the state with commas.
On January 1, 2008, we were in Pasadena, California, to attend the Rose Bowl.	Because the year and the state are probably not needed, they are enclosed with commas.
January 1, 2001, was actually the first day of the new millennium.	Even though the year is necessary for the meaning of this statement, we still enclose the year with commas.
1234 Olivera Street Los Angeles, California January 1, 2010	In letter headings only one comma is used. There is no comma after the state or the year. See the explanation below. *

*Addresses and dates in letter headings cause some confusion because they do not use punctuation after the state or the year. But they are the reason that this rule is listed under "Special Cases." Letter headings are actually an application of Rule 3 above. In these cases we end one line with the state or ZIP Code and the other with the year. The end of the line is a stronger punctuation than the comma so it is unnecessary to use the comma when we already have the end of the line. (Historical Note: texts from one hundred years ago actually called for commas at the ends of each line except for the last one that ends with the year.)

LIST OF ITEMS CONTAINING COMMAS

Another case in which stronger punctuation prevails over the weaker is one in which we provide a list of items containing commas. This situation occurs more frequently in lists of cities and states or in dates that include the year. In those cases Rule 2 calls for a pair of commas around each state or year. But we also have to separate each set of cities and states or each date from the others. The comma is not strong enough for these situations, so the semicolon is pressed into

service as the second strongest punctuation mark to separate items of equal importance. Here are some examples:

EXAMPLE	EXPLANATION
The college opened alumni offices in three cities: San Francisco, California; Denver, Colorado; and Seattle, Washington.	Each set of city and state needs to be separated from the others by a semicolon because they have commas within them. The second comma that would have come after each state name is replaced by the semicolon.
Three dates for entrance exams are January 3, 2010; June 5, 2010; and January 5, 2011.	Each date needs to be separated from the others by a semicolon because they have commas within them. The second comma that would have come after each year is replaced by the semicolon.
He invited Bill, who was in his psychology class; Tuan, with whom he worked on the custodial crew; and Marie, who was his neighbor.	In this list a non-restrictive modifier follows each name. Because the modifier needs to be surrounded by commas, stronger punctuation, semicolons, must be used to separate each of persons in the list from the others. Thus, the second comma in each pair is replaced by stronger punctuation.

EXERCISES

For the sentences in the following exercises, add the necessary commas, dashes, semicolons, and parentheses. Do not add unnecessary punctuation.

PUNCTUATION EXERCISE 6 My Score: _____%

1. As the student council members filed into the meeting room they looked puzzled.
2. No doubt they wondered about the reason for the meeting.
3. The explanation was a long time coming however.
4. Nacio Ruiz the student body president finally addressed the student council.
5. Then came a report on finances by Marie Tran who was the treasurer.

6. A student who served as auditor supported the figures Marie had reported.
7. Marie was asked many questions by Mike James who was late to the meeting.
8. Near the end three students Nacio Marie and Mike were appointed to a special committee.
9. The committee was directed to make a report on March 8 2009 about the council's finances.
10. An accounting firm from St. Louis Missouri was hired to help them.

PUNCTUATION EXERCISE 7 My Score: _____%

1. As a result the special committee immediately called the company in St. Louis.
2. They had to wait nevertheless to receive any substantial help.
3. The student who contacted the company first left a message for an accountant to call back.
4. The accountant never called back however.
5. Nacio who called the company the second time waited till he talked to the accountant.
6. Nacio discussed three topics increasing income reducing expenses and record keeping with a very knowledgeable accountant.
7. The accountant agreed to come to Springfield Illinois to meet with the other committee members.
8. The meeting on February 24 2009 was very helpful.
9. The committee's final report provided the help that student council needed.
10. The report's final recommendations pp. 33-37 were actually adopted by the student council.

PUNCTUATION EXERCISE 8 My Score: _____%

1. When Yumiko thought about attending college in the United States she considered several schools.
2. Because American colleges didn't follow standard schedules and processes she easily got confused when she read about different colleges.
3. She also had difficulty because she had to do research on each college that she was considering.
4. Working late into night she read about schools in San Francisco California Denver Colorado and Santa Fe New Mexico.
5. Each college had a different schedule of terms which some schools called quarters and others called semesters.
6. One college had three semesters starting on August 27 2009 January 2 2010 and May 27 2010.

7. Another had four quarters starting on September 24 2009 January 2 2010 March 25 2010 and June 25 2010.
8. She was attracted to the semester system which provided more time to learn each subject.
9. The different names for kinds of schools university college junior college and community college also confused her.
10. She researched each kind of college however she still had many questions unanswered.

PUNCTUATION EXERCISE 9 My Score: _____%

1. Feeling overwhelmed by all the choices Yumiko wondered how to make a decision.
2. As she pondered what to do she remembered that she had three friends who had attended college in the United States.
3. The friends were Naosuke who attended school in New York City Mariko who attended school in Denver and Michiko who attended school in San Francisco.
4. These three friends Naosuke Mariko and Michiko were able to provide her with some advice.
5. When Mariko and Michiko described Denver and San Francisco Yumiko thought that San Francisco which had a milder climate would appeal to her.
6. Although Naosuke had not attended school in these cities he had visited Denver and San Francisco on a trip he took between December 20 2008 and January 15 2009.
7. He tended to agree with Yumiko about climate although he still had a strong preference for the cultural atmosphere of New York.
8. Then Naosuke although he had not visited Santa Fe described its climate as though he knew it from experience.
9. Mariko suggested that Yumiko also consider colleges in Washington D.C. Atlanta Georgia and New Orleans Louisiana.
10. Yumiko already burdened by so many choices asked Mariko not to add to her problem nevertheless she did appreciate the effort that Mariko made to be helpful.

LESSON 4: Do not use a single punctuation mark between closely related words.

In this lesson we deal with some cases where punctuation is sometimes added when it is not only unneeded but also confusing.

PUNCTUATION PREVIEW 4 My Score: _____%

In the following sentences add any necessary punctuation and remove any unnecessary punctuation.

1. Trung while reading the weekly college newspaper, learned more about the meeting in front of the administration building.
2. Any student who would miss a class waiting for the new college president, must be involved in the student government.
3. There were many Trung was sure, who were really interested in the college's government and politics.
4. He personally knew three of them Mike James, Nacio Ruiz, and Marie Tran.
5. They usually attended student government meetings, city council meetings, and political rallies.
6. All three were deeply involved in: student government, local politics, and the national parties.
7. The newspaper quoted this comment by Marie Tran "We are all honored to have the opportunity to meet with the new president, a man whose talents and foresight will help him lead the college into the next century."
8. To Trung Tran seemed the personification of political involvement.
9. Just a few hours before he saw many politically active students waiting for the president.
10. At the meeting between the new president and the campus representatives there must have been a lot of political activity.

The previous rules dealt with the places to use punctuation. This one, in contrast, deals with places that are inappropriate for a SINGLE punctuation mark. The emphasis on *single* is given to distinguish the single punctuation mark from pairs of punctuation marks. In many places two punctuation marks are quite at home but one by itself is quite out of place. The closely related words that do not like being separated by single punctuation marks are these:

DO NOT SEPARATE THESE WORDS BY A SINGLE PUNCTUATION MARK.

a subject and its verb	a verb and a subject complement
a verb and its object	a word and its restrictive modifier(s)

Here are some examples of correct and incorrect punctuation:

INCORRECT PUNCTUATION	**REASON**	**CORRECT PUNCTUATION**
One who can laugh at his problems, has no real problems.	The single comma separates the subject *one* from its verb, *has*. Because the *who* clause is restrictive, this sentence needs no commas.	One who can laugh at his problems has no real problems.
Tuan who was laughing at his problem, seemed to have recovered from it.	The single comma separates the subject *Tuan* from its verb, *seemed*. Because the *who* clause is non-restrictive, it needs to be enclosed with a pair of commas.	Tuan, who was laughing at his problem, seemed to have recovered from it.
He had found Marie said, that he had exaggerated the problem.	The single comma separates the verb *had* from its object, the noun clause beginning with *that*. Because *Marie said* is an interrupter, separate it from the rest of the sentence with a pair of commas.	He had found, Marie said, that he had exaggerated the problem.

Later he seemed to all of us, exhausted by his experience.	The single comma separates the verb *seemed* from the subject complement *exhausted*. Use two commas to separate the prepositional phrase *to all of us* from the more important word around it.	Later he seemed, to all of us, exhausted by his experience.
He had a tired, resigned, look on his face.	The second comma separates the restrictive modifier *resigned* from the word it modifies, *look*. Remove the comma.	He had a tired, resigned look on his face.

Sometimes we just forget to add the punctuation we need because of rules one through three. Other times extra punctuation creeps into our sentences because of inattention. The main culprit of inattention has been called the "***pausal comma***," the extra comma that we add whenever we pause in reading a sentence aloud. Many of the places where we pause in reading do indeed require punctuation, usually commas. But while reading aloud, we pause in other places just to breathe. In that case no comma is needed since the words on a page can be read silently without any pauses for breath. Consequently, we need to take extra care when we add commas to make sure that there is a rule requiring them rather than just a breath that we need to take.

A few pauses that we make in reading are, however, needed not for breath but for clarity. These are situations in which we need to make sure that two words are read separately from each other or in which an introductory element is so long that it really needs separation from the rest of the sentence. Where the pause is needed for clarity, the comma can be used to help a reader's understanding, as in these examples:

EXAMPLE	**REASON**
One hour before, he took a break from his studying.	Without the comma the sentence would look like just an adverb clause. A reader would ask, "What happened one hour before he took the break?"

For Mary, Jane Morris has always been a true friend.	Without the comma a reader might read *Mary Jane* as the name of one person and *Morris* as the name of another.
At the beginning of the race through the woods, he looked very quick.	Although short introductory prepositional phrases usually need no commas after them, this one is long enough to require one (more than 4 words).

A SPECIAL SEPARATOR: THE COLON

One final punctuation mark, the colon, can be considered a specialized application of Rule 1: Use a single punctuation mark to separate items of equal importance. The reason that this one is different is that not only do the items have to be equal, they have to actually name the same thing in two ways. Notice the first sentence of this paragraph. The colon there separates the name *Rule 1* for the actual statement of Rule 1. That is the message that the colon gives: that we are about to receive a restatement of what has been previously stated. Another way of looking at the colon is to see is as the equal sign in mathematics. If you could connect two ways of saying something with an equal sign, then a colon would be appropriate. In the examples that follow, the two names for the same things have been emphasized:

EXAMPLE	**EXPLANATION**
She bought books for three **classes**: **biology, Spanish, and psychology**.	The colon is correct because the classes are named on both sides of the colon. *Classes = biology, Spanish, and psychology*.
She bought books for biology, Spanish, and psychology.	No colon can be used here because the classes are named only once.
He provided only this **comment**: "**I have no statement at this time**."	The colon is correct here because the comment is named on both sides of the colon. *Comment = "I have no statement at this time."*
He said only, "I have no statement at this time."	The comma (not a colon) is correct because the comment is named only once.

EXERCISES

For the sentences in the following exercises, add the necessary commas, semicolons, colons, dashes, and parentheses. Do not add unnecessary punctuation.

PUNCTUATION EXERCISE 10 My Score: _____%

1. Some of the report's recommendations were not well understood however.
2. Consequently they were not well implemented.
3. The council bookkeeper asked for help from the three students on the special committee Nacio Marie and Mike but they could not provide the help that he needed.
4. Needing professional accounting help Nacio asked for authority to call the accountant again.
5. After discussing the topic for several meetings and delaying for over a month the student council gave Nacio the authority.
6. Because the members of the council were concerned about the cost of the accountant’s services they put some limitations on the hours he could authorize.
7. The council approved ten hours of the accountant’s time between April 19 2009 and May 28 2009 for the purpose of restructuring the council’s finance.
8. Nacio made arrangements to meet the accountant at ten in the morning on April 24 2009 in Springfield Illinois.
9. The accountant however was late to the meeting because he was stopped by a massive traffic jam.
10. The trip from St. Louis Missouri to Springfield Illinois had taken him three hours.

PUNCTUATION EXERCISE 11 My Score: _____%

1. So from eleven that morning till three in the afternoon he discussed the council’s problems with the accountant.
2. In order to understand the issues he had to talk several more times with the accountant who was able to explain accounting concepts very well.
3. Whenever he asked a question he got a clear answer.
4. When he finished he was happy with the help that he had received.

5. After he made his report to the student council and they understood what needed to be done they reauthorized the recommendations on May 24 2009.
6. They believed that reauthorization was necessary because they had not understood the recommendations the first time they authorized them.
7. The treasurer was directed to put the new procedures in place at the beginning of the college’s fall term which began in September.
8. Because the council wanted to review the effectiveness of the new procedures he was also instructed to make a report to the student council by February 7 2010 on the plan’s implementation.
9. Although the new procedures were difficult to implement the treasurer had the summer months to plan for the implementation.
10. When the fall term began all the plans for implementation were ready and the student council hoped that the problems that had plagued them were now in the past.

PUNCTUATION EXERCISE 12 My Score: _____%

1. Although attending college can greatly improve a person's earning ability and satisfaction with life many hesitate to return to school after a long absence.
2. Going back to school challenges prospective students for a variety of reasons the cost of tuition job responsibilities and family responsibilities.
3. For example Lawanna had been a good student in high school she even graduated in the top ten students in her class.
4. She had enjoyed many classes in high school her favorites were history art and psychology.
5. She had hoped to one day become an artist and visit centers of art in Paris France Florence Italy and Madrid Spain.
6. Her cousin Shanique who owned her own pottery studio made a living through her creative abilities.
7. To Lawanna Shanique had been a hero someone who succeeded in the most challenging situations.
8. Lawanna knew however that only those who were very talented and who worked very hard could earn a living from their creativity.
9. She longed to study art in one of the major art schools but even the local state-run college seemed very expensive.
10. Her graduation from high school on June 15 1991 ended her formal education because college seemed too expensive for her and her family.

PUNCTUATION EXERCISE 13 My Score: _____%

1. Resigned to the task of supporting herself Lawanna began to look for a job any job that would provide enough to live on.
2. For two years she worked in a series of dull uninspiring jobs answering phones for a construction business entering financial data for a bank and sorting packages for a parcel delivery company.
3. At a party given by one of her coworkers she met Marvin whose company she really enjoyed.
4. Not long after Lawanna and Marvin were married on July 1 1993 at Lawanna's church.
5. Although she was kept busy by her responsibilities to her husband and four children Lawanna remembered her dream of being an artist.
6. She often imagined herself in the place of one of her art heroes her Aunt Shanique who was a proficient potter Georgia O'Keeffe who was did such striking paintings of the Southwest or Beatrix Potter, who did the quaint illustrations in the Peter Rabbit books.
7. The thought of attending Miami-Dade Community College which was located close to her home occasionally crossed her mind.
8. Her husband who had gotten a promotion at work was promised a better salary however he soon found that the promotion meant a transfer to Roseburg Oregon at the opposite end of the country.
9. Finding herself in a strange town Lawanna spent many hours learning how to cope with life in a physical and social climate so different from what she was used to in Miami Florida.
10. Whenever she read a book to her youngest daughter she enjoyed the illustrations and thought that she could have done those illustrations if she had only had the opportunity to go to college.

PUNCTUATION EXERCISE 14 My Score: _____%

1. Holding a cup of coffee in both hands Alina stared across the cafeteria and brooded over her classes.
2. It was the middle of the semester in the last two days Alina had taken midterm exams for three classes math English and chemistry.
3. She still had exams coming in French history and music.
4. She couldn't stop worrying about her grades on the recent exams about the grades on upcoming exams and about her final grades for the semester.
5. Almost unnoticed Tonya walked up and sat quietly beside her.
6. Tonya had bought a taco a salad and a cup of coffee for her lunch.
7. After Tonya laid out her lunch she asked Alina what was bothering her.
8. Alina still staring off into space told Tonya that she was having trouble studying for her exams.

9. She didn't mind telling Tonya her problems because Tonya was an old dear friend.
10. However it was difficult for Alina to explain her feelings because she was so overwhelmed by all her responsibilities.

PUNCTUATION EXERCISE 15 My Score: _____%

1. Alina started out, "You know Tonya that I wasn’t the best student in high school."
2. "Now that I'm in college the stress of doing well on exams is really killing me."
3. "I feel like a frightened abandoned little girl whenever I think about taking tests."
4. "All six of my classes math English French history music and chemistry make me very nervous."
5. "All the classes are difficult for me however I am having the hardest time with math right now."
6. "When I try to concentrate on math I start to worry about my everyday responsibilities paying my bills buying groceries fixing dinner doing the laundry etc."
7. "Consequently I don't feel well prepared for the exams."
8. "When I get to the classroom for an exam my brain feels suffocated and my heart beats a thousand times a minute."
9. Tonya responded sympathetically, "Well I've had similar problems Alina."
10. "My school career was really inconsistent because my dad was in the military and we moved around every couple of years."

PUNCTUATION EXERCISE 16 My Score: _____%

1. Tonya continued, "I've attended schools in Killeen Texas Columbus Georgia and Manhattan Kansas."
2. "In the last few years though I was able to stay in one place long enough to feel a little more comfortable with my schooling."
3. "However when I graduated from high school I still didn't feel prepared for college."
4. "The college's counseling office helped me out with a variety of services academic counseling a stress reduction workshop and a test anxiety workshop."
5. "Although I found that all of them were helpful the nicest part of it all was the personal attention of the counselor."
6. "You know Alina I think you could really benefit from all of these resources particularly the text anxiety workshop."
7. "The head of the counseling department you know her because she gave us that great orientation lecture at the beginning of school offers test anxiety workshops for students like us."
8. "I read about it in the college newspaper if you wait a minute I can find the article for you."
9. "Yes here it is the article says that the counseling department will sponsor workshops on these days November 29 2009 December 5 2009 and January 10 2010."

10. "If you take my advice Alina you'll sign up for one of these workshops as soon as you can."

CHAPTER 12

QUOTATION MARKS

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand the reason for using exact quotations***
- ***Supply correct quotation indicators for quotations and titles of minor works of literature and art***
- ***Place additional punctuation correctly at the beginning and the end of quotations***

Quotation marks have two major purposes: to enclose the exact repetition of another person's speech or writing and to enclose titles of minor works of literature or art.

QUOTATION PREVIEW My Score: _____%

Quoted material in the sentences in the following exercises has been identified by broken underlining. Add necessary quotation marks and other punctuation before and after quotations, and make sure that the punctuation is in the correct order.

1. Cesar said that he had been studying hard.
2. Cesar said I have been studying for several hours straight
3. Cesar said that he had been studying for several hours straight
4. Physics is very difficult to understand he added.
5. Physics he added is very difficult to understand
6. Cesar asked Frederico How are studies going for you today
7. I just don't know Frederico replied; I just feel that all my work is wasted
8. Why is that asked Cesar.
9. Then Frederico embarked on the following protest I can't seem to do anything right. None of my teachers like my work. They are always criticizing my papers. I get terrible grades. Nothing I do helps, and nobody seems to care
10. I am sorry that you think that nobody cares responded Cesar. [Cesar quotes Frederico's "nobody," a quotation within a quotation.]

CITING ANOTHER'S WORDS

When you report what someone else has said or written, you may state the idea in the author's original words or state it entirely in your own words. Trying to use phrasing that is somewhere between the two causes problems with grammar, punctuation, and (most importantly) honest reporting of another's words. Often honesty and effectiveness of presentation require that you use the person's exact words. In reporting those exact words, you need to respect the integrity of the person's statement. Thus you should put into quotation marks everything that you borrow from the person's words, and you should not put into the quotation marks anything else. (Some exceptions will be noted later.)

EXAMPLE	**EXPLANATION**
Nacio said, "I want to leave now so that I can get home early."	This sentence repeats the exact words Nacio used. It requires quotation marks.
Nacio said that he wanted to get home early.	This is an indirect quotation. It uses very few words of the original phrasing. It does not need quotation marks.

The punctuation that precedes and follows a quotation can sometimes challenge writers. When a quotation is included in one of your own sentences, your introduction to it can be separated from the quotation by a colon (**:**), a comma (**,**), or no punctuation at all. The colon follows a formal introduction. (See also the colon in Chapter 11 for examples.) The comma is used for most introductions and for any "credit tags" (e.g., "she said" or "he asked") placed in the middle of or after a quotation. No punctuation is used when just a few words are cited and they fit into the grammar of your own sentence without a credit tag.

At the end of a quotation the period (**.**) and comma (**,**) always go inside the quotation marks. The semicolon (**;**) and the colon (**:**) always go outside of the quotation marks. All other punctuation marks go inside the quotation marks if they belong to the words you are quoting. Otherwise, they go outside the quotation marks.

In the following examples the words either are the exact ones of Steven Jay Gould's article "The Sharp-Eyed Lynx, Outfoxed by

Nature" in *Natural History* magazine (May 1998) or are ones suggested by his article.

EXAMPLE	**EXPLANATION**
Steven J. Gould said that Galileo claimed a "direct, immediate, and unsullied message from nature."	No punctuation is needed before the quotation because it is short and fits into the grammar of the citing sentence.
Steven J. Gould wrote, "Thus, Galileo supported his theory of Saturn with the strongest possible claim of the new order, the one argument that could sweep aside all opposition by claiming a direct, immediate, and unsullied message from nature."	A comma is used before the quotation because of the introduction (which is like the "he said" credit tag). In this and the preceding and following quotations, the period at the end of the quotation goes inside the quotation marks.
Steven J. Gould characterizes Galileo's position in these terms: "Thus, Galileo supported his theory of Saturn with the strongest possible claim of the new order, the one argument that could sweep aside all opposition by claiming a direct, immediate, and unsullied message from nature."	Here the colon is used because the same thing is named on both sides of the colon: *these terms* and the actual words of the quotation.
Gould said, "Galileo never claimed that he had invented the telescope from scratch."	Use a comma before the opening quotation marks and a period inside the closing quotation marks.
"Galileo never claimed that he had invented the telescope from scratch," Gould said.	Use a comma before the closing quotation marks. Even though Gould's sentence ends, the citing sentence continues.

"Galileo never claimed," Gould said, "that he had invented the telescope from scratch."	Use a comma at the before and after the credit tag. In both cases they belong before the quotation marks.
Gould said, "Galileo never claimed that he had invented the telescope from scratch"; however, he did not cite Galileo's exact words.	The semicolon at the end of the quotation goes outside the quotation marks.
Was it Gould who said, "Galileo never claimed that he had invented the telescope from scratch"?	Since the citing sentence is a question (but the quotation is not, the question mark goes outside the quotation marks.
Gould must have asked himself, "Did Galileo claim that he invented the telescope?"	Since the quotation is a question, the question mark belongs inside the quotation marks.

TRY IT YOURSELF!

For each of the following sentences, rewrite the sentence in quotation marks and add the correct punctuation and credit tag in the specified place in the sentence.

SENTENCE AND CREDIT TAG	QUOTED AND PUNCTUATED CORRECTLY
Whenever I start a math exam, I am very nervous.	
1. Add *she said* at the beginning.	
2. Add *she said* after *exam.*	
3. Add *she said* at the end.	
I don't know why it happens; maybe I feel unprepared.	

4. Add *she brooded* at the beginning.	
5. Add *she brooded* after *happens.*	
6. Add *she brooded* at the end.	
When you begin an exam, do you have the same problem?	
7. Add *she asked* at the beginning.	
8. Add *she asked* after *exam.*	
9. Add *she asked* at the end.	

Additions and Omissions

In some situations a writer would like to add something to a quotation or to omit something from a quotation. Those actions are permissible if they are done with true respect for the integrity of original speaker's or writer's meaning. Leaving out some of the writer's words is permissible if it enables you to focus on what is important and does not alter the meaning of the original words. The fact that words are omitted should be indicated by ellipsis marks, three spaced periods (**. . .**) or four at the end of a sentence to include the period to end the sentence. Also, words may be added to a quotation for two reasons; in both cases the additional words need to be inserted within square brackets (**[ ]**). The first purpose is to clarify the quotation's meaning. The second is to indicate that you are citing the words correctly even though the words contain a mistake, usually indicated with the Latin word *sic*, which means *thus* or *so*.

EXAMPLE	EXPLANATION
Gould said "Thus, Galileo supported his theory of Saturn with the strongest possible claim of the new order . . . ."	If we wanted only to point out the strength of Galileo's claim, we could leave out the rest of the quotation. But the ellipsis marks warn readers about that fact.
Gould said, "Thus, Galileo supported his theory of Saturn with the strongest possible claim of the new order [that of modern science], the one argument that could sweep aside all opposition by claiming a direct, immediate, and unsullied message from nature."	If we need to add words to explain a quotation taken out of context, we can add words like the ones added here. But generally it is preferable to add the explanation to the introduction of the quotation if possible.

QUOTATIONS INSIDE OF QUOTATIONS AND LONG QUOTATIONS

Occasionally, a quotation we want to use already has quotation marks in it. If we followed the standard procedure of leaving the quotation exactly as it stood in the original piece of writing, we would cause confusion between our own quotation marks and those within the quotation. Therefore, in this situation we distinguish the two levels of quotations by reducing the double quotation marks of the original to single quotation marks. In the following example Steven J. Gould's quotation cites a word taken from a letter Galileo sent to Jahannes Kepler:

> Steven J. Gould maintains that, "Galileo did not just 'see' Saturn; he had to interpret an object in his lens by classifying an ambiguous shape within the structure of his mental space, and rings didn't inhabit this interior world."

When quotations become long (five lines or more) or contain more than one paragraph (as in a story's dialog), use a **block quotation**. This form of quotation requires no quotation marks. Instead, the quoted material is indented ten spaces from the left margin and is single spaced, even if the rest of the paper is double spaced. Here is an illustration in which a paper cites Gould's interpretation of Galileo's use of the Latin word "*observavi*":

Steven J. Gould credits Galileo with marking a turning point in the history of science:

> I regard the last word of Galileo's solution as especially revealing. He does not advocate his conclusion by stating "I conjecture," "I hypothesize," "I infer," or "it seems to me that the best interpretation is . . . ." Instead, he boldly writes "*observavi*"—"I have *observed*." No other word could capture with such terseness and accuracy the major change in concept and procedure (not to mention ethical valuation) making the transition to what we call "modern science."

To underline how Galileo's claim changes the methods of science, he contrasts Galileo's argument with arguments used by previous scientists.

Notice that this quotation leaves all of Gould's quotation marks just as they were in the original. In a block quotation leaving double quotation marks does not cause confusion with added quotation marks.

CITING MINOR WORKS OF LITERATURE AND ART

We use quotation marks to indicate titles of minor works of literature and art. (The major works are indicated by italics or underlining.) The question in many cases is what constitutes major and minor. In the publishing business any large publication that has its title on the front is considered major. *Large* in this case would mean things larger than leaflets or booklets. If the title is on the cover, put that title in italics or underline it. If the title is inside (or is just on the cover for publicity), the title is a minor one. Items included in this category include newspaper and magazine articles and short stories, poems, plays, and essays. Put these titles in quotation marks. In the various branches of art, normally consider most works major unless you notice particular kinds of works cited in quotation marks. For TV programs *TV Guide* follows the practice of italicizing all series of programs and all specials of an hour and a half or more. Episodes in a series and shorter one-time programs require quotation marks. The same logic would apply to other electronic media; for example, a song in a collection (e.g., a CD) should be put in quotation marks, but the collection itself should be italicized.

EXAMPLE	EXPLANATION
Robert Frost's *Complete Poems* contains "The Road Not Taken."	The book title is italicized; the poem receives quotation marks.
Natural History published Steven J. Gould's "The Sharp-Eyed Lynx, Outfoxed by Nature."	The magazine title is italicized; the article receives quotation marks.
Last night's *Nova* featured "Faster Than Sound."	The TV series is italicized; the episode receives quotation marks.
The last song on James Galway's album *Celtic Minstrel* is "Danny Boy."	The collection is italicized; the song receives quotation marks.

EXERCISES

Quoted material in the sentences in the following exercises has been identified by broken underlining. Add necessary quotation marks and other punctuation before and after quotations, and make sure that the punctuation is in the correct order.

QUOTATION EXERCISE 1 My Score: _____%

11. Frederico had just said I quit !
12. His friend Cesar told Frederico that he couldn't just quit
13. Cesar also told him Just be patient a bit longer
14. If you keep working hard Cesar said it will eventually begin to make sense
15. English is always difficult at first said another friend, Lupe.
16. But said Frederico I get so frustrated at not understanding what the instructor expects
17. Lupe gave Frederico this little pep talk I know it is difficult. But I had the same problems too. Many of us grew up in homes where Spanish or Spanish-flavored English was the common language. So we do not know the English phrasing that sounds right to so many of the other students. I know you can do it if you try.
18. Will you at least give it another try ? asked Cesar.
19. If you want help said Lupe I'll help you . Will you at least let me give you a little help ?
20. Frederic admitted that he needed a little help

QUOTATION EXERCISE 2 My Score: _____%

1. When Frederico agreed to continue working, his friends said Good choice !
2. Where do you think he was taken by his good choice ?
3. Lupe took him to the learning center which had a sign that said Writing Assistance Center
4. Frederico introduced himself and said I have a lot of problems with English because my parents usually spoke Spanish at home
5. The director of the center gave this introduction to Frederico and Lupe I am Efren Molinar. My native language was Spanish. And I managed to overcome many of the same problems you must be facing
6. Where do I start ? asked Frederico.
7. Well said Efren we have several tutors. Some of them are experts in helping students who learned English as a second language
8. Why did you say second language ? asked Frederico. [Frederico quotes Efren's "second language," a quotation within a quotation.]
9. A second language is a language or dialect of a language that a person learns after the one he or she learned from his or her parents explained Efren.
10. Frederico checked what Efren meant by saying So you mean that the language I need to learn now is like a different language or dialect ?

QUOTATION EXERCISE 3 My Score: _____%

1. That's exactly right ! said Efren.
2. Don't think of your English as wrong he continued.
3. He said sympathetically Just think of college English as a new language for you, one that is the standard one for college and business life
4. When he was introduce to a tutor, the tutor explained that Frederico had to learn to listen in a new way
5. He said You have to work hard at hearing the phrasing that experienced speakers use
6. Where can I find those people ? asked Frederico
7. You can find them in many places the tutor explained ; some of the places are the news programs on National Public Radio or on the major network TV news programs
8. Oh said Frederico I remember listening to a reporter on NPR by the name of Claudio Sanchez
9. I have heard him too said the tutor.
10. Then the tutor gave Frederico his lecture on how to listen to Claudio Sanchez First, you need to listen carefully. Second, listen for any phrasing that does not sound familiar. Third, think of how

you would say what the reporter said. Finally, learn how to translate between the two dialects of English

QUOTATION EXERCISE 4 My Score: _____%

21. After the lecture Frederico said I guess I feel a little better now
22. It may not be as hopeless as I thought he added.
23. Cesar said I hope we have given you a little encouragement
24. Lupe suggested How about stopping in the cafeteria for a cup of coffee ?
25. Frederico said O.K., let's go and Cesar agreed.
26. When they got to the cafeteria, Frederico asked Lupe How did you decide to come to college ?
27. Well said Lupe that's a long story
28. She said I had always wanted to go to college, and I started years ago when my children were small
29. Then she told this story about the problems that made her drop out of school My son got sick and required constant care. And the cost of the medical care was more than my husband I and could afford at the time. So I could not continue with my education. It was a very difficult time. I stayed at home with my son and . . . .
30. But I always knew Lupe concluded this story that someday I would return to college, and here I am

QUOTATION EXERCISE 5 My Score: _____%

31. Then Cesar asked Why were you so certain that you would return to college ?
32. I just knew she said that it was something that I had to do for myself
33. Has it been all that you expected ? asked Cesar.
34. It's been just great ! she exclaimed.
35. When you say just great Cesar commented you make it sound as if it has been better than you expected [Cesar quotes Lupe's "just great," a quotation within a quotation.]
36. She responded I am really having a wonderful time with the classes I'm taking
37. I have learned so much she continued and it has given me a real sense of satisfaction because of what I have been able to accomplish
38. Do you have an occupation in mind that you are training for ? Cesar asked.
39. Not right now said Lupe.
40. But she went on I should decide soon what my major will be since I am close to finishing all my general requirements

QUOTATION EXERCISE 6 My Score: _____%

41. Frederico then turned to Cesar and asked How about you? How did you decide to come to college ?
42. That’s a long story too said Cesar.
43. Lupe encouraged him Well, how about telling us ?

44. Cesar began his story by telling them I came to this country as a teenager and had a hard time finding work
45. The only job that I could find he continued was one as a dishwasher in a Mexican restaurant
46. The job was hard and did not pay very well he said.
47. Cesar continued his story by explaining The owner of the restaurant took an interest in me soon promoted me to working as a waiter
48. But how did you decide to begin college ? asked Frederico.
49. Cesar answered Frederico's question by telling the following story The restaurant owner encouraged me to go to college. Soon I did start by taking just one class, and it was really hard at first because my English was not very good either. Like you, Frederico, I had to take many classes that were below college level so that I could prepare for college level classes . . . .
50. Frederico summed up their stories by saying It seems as if there is always hope of finishing college as long as a person has enough determination

CHAPTER 13

DANGLING, SQUINTING, AND MISPLACED MODIFIERS

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that clarity of meaning requires that modifiers be close to the words that they modify***
- ***Identify and correct sentences containing misplaced, squinting, or dangling modifiers***

Chapter 4 discussed how the placement of words often determines what they do. When you are working with a correctly phrased sentence, a word's placement is critical to understanding its function. However, one of the most common grammatical faults is putting a word in the wrong place. This problem occurs with modifiers—adjectives and adverbs and any phrase or clause used as an adjective or adverb.

MODIFIER PREVIEW My Score: _____%

For the following sentences correct any sentences which contain a dangling, misplaced, or squinting modifier. Some sentences may require just moving a word or group of words. Other sentences require major revisions.

51. Trung worked for a man who ran a hardware store to support himself while going to college.

52. While enrolled in morning classes, Trung usually worked between four and eight p.m.

53. Stocking shelves was the main job while working there.

54. Working at the hardware store constantly caused Trung difficulties.

55. To do well in his classes, most of his weekends were spent studying.

56. So Trung seldom socialized with his friends who had no free time left.

57. While stocking the shelves, customers would often ask him questions about the hardware.

58. He knew the answers to the questions they asked only occasionally.

59. Asked which pipe to use in a plumbing repair, the right answer seldom came to his mind.

60. Also, working past dinner time, his stomach constantly complained to him.

The most common offending modifiers are the verbal adjectives—particularly the present and past participles. But the problem can occur with any modifier. Every modifier has to be close enough to the word it modifies that a reader can see clearly the connection between the two. An old line has been adapted for modifiers—the song of the "merry modifier": "When I'm not with the word I modify, I modify the word I'm with." We can have three slightly different problems: a modifier clearly in the wrong spot (a ***misplaced modifier***), a modifier between two other words both of which it could modify (a ***squinting modifier***), and a modifier without anything in the sentence that it can logically modify (a ***dangling modifier***).

MISPLACED MODIFIERS

Words are clearly in the wrong spot when they modify something other than what we want them to modify. This kind of problem comes up often times with adverbs, which can sometimes be moved about without really changing the meaning of the sentence. But some adverbs can be used to modify verbs, adverbs, adjectives, and some of them can even be used as adjectives. Look at the following versions of one sentence. The only difference is the placement of the one modifier *only*, a word which works as either an adverb or an adjective.

SENTENCE	EXPLANATION
Only he told his instructor that he had submitted a late paragraph once.	Nobody else said so.

He **only** told his instructor that he had submitted a late paragraph once.	He said it even thought he didn't believe that it was true.
He told **only** his instructor that he had submitted a late paragraph once.	He didn't tell anyone else.
He told his instructor **only** that he had submitted a late paragraph once.	He didn't say anything else.
He told his instructor that **only** he had submitted a late paragraph once.	He didn't tattle on anyone else who had done so.
He told his instructor that he had **only** submitted a late paragraph once.	He submitted it late, but perhaps he had it completed on time.
He told his instructor that he had submitted **only** a late paragraph once.	The late assignment was a paragraph and not a whole theme.
He told his instructor that he had submitted a late paragraph **only** once.	It happened only once.

The meaning that would be most probable in a sentence like this one is the last version. Most of the other versions are not as likely and not likely to be used to say what the last sentence says correctly. But one version of the sentence, "He told his instructor he had **only** submitted a late paragraph once," is a phrasing that could easily be written when a person meant the last version of the sentence. How does this happen? The problem is that in speaking we rely on our tone of voice to connect words. Speaking the sentence in the example above, a person would emphasize words this way: "He told his instructor he had **only** submitted a late paragraph **once**." The emphasis on both *only* and *once* shows the connection between them. But that tone of voice evaporates when we put the words on paper. Thus the last phrasing is the only one that would clearly be meaningful on paper.

Longer phrases and clauses can also cause problems as well. The most common problem is with participial phrases. Sometimes the phrase can be moved to correct the problem. But other times the whole sentence needs to be rephrased to make the sentence read smoothly.

MISPLACED MODIFIER	DIAGNOSIS	CORRECTLY PHRASED
Writing furiously on the blackboard, the students intently watched their instructor.	*Writing* appears to describe *students* instead of *instructor*. Move the verbal phrase.	The students intently watched their instructor writing furiously on the blackboard.
Called Medieval Literature, the instructor introduced the subject of the new class.	*Called* appears to describe *instructor* instead of *class*. Move the verbal phrase.	The instructor introduced the subject of the new class called Medieval Literature.
She planned to take a class in the new building **named Introduction to Statistics.**	*Named* seems to describe *building* instead of *class*. Rephrase the sentence.	She planned to take Introduction to Statistics in the new building.
He put his paper into a plastic folder **which had earned him an A.**	The adjective clause seems to describe the folder instead of the paper. Move the clause.	He put his paper, which had earned him an A, into a plastic folder.
He carried a computer in his book bag **that had cost over two thousand dollars.**	The adjective clause seems to describe the bag instead of the book. Move *in his book bag*.	In his book bag he carried a computer that had cost over two thousand dollars.

SQUINTING MODIFIERS

The second common problem, the squinting modifier, usually occurs with adverbial modifiers, which can modify verbs, adjectives, adverbs, and verbals (like gerunds, participles, and infinitives). (See Chapter 5.) Here are some examples:

SQUINTING MODIFIER	DIAGNOSIS	CORRECTLY PHRASED
Eating **frequently** alleviated his dizziness.	*Frequently* could modifier either *eating* or *alleviated*. Move it or rephrase the sentence	Frequent eating alleviated his dizziness. OR Food frequently alleviated his dizziness.
We were told **on the following day** to submit our paragraphs.	*On the following day* could modify either *told* or *to submit*. Move it.	On the following day we were told to submit our paragraphs. OR We were told to submit our paragraphs on the following day.
I agreed **when I was sick of my math** to help him with his chemistry.	*When I was sick of my math* could modify either *agreed* or *to help*. Move it.	When I was sick of my math, I agreed to help him with his chemistry. OR I agreed to help him with his chemistry when I was sick of my math.

DANGLING MODIFIERS

The last problem is the dangling modifier. This mistake is caused by thinking something that we don’t actually express on paper. Some writers don’t think dangling modifiers should be much of a problem because they sound either very obvious or very stupid. The obvious ones, they reason, shouldn’t cause problems because readers should know what they mean; the stupid ones are, well, so stupid nobody should really write them. Most of the misplaced modifiers in the exercises may sound both obvious and stupid. The reason they sound this way is to enable a reader of the exercise to correct them. Correcting them would be difficult if a reader couldn't see that their meaning didn't make sense and couldn't see what they really were

supposed to mean. In our own writing, however, the dangling modifiers are not so easy for us to spot because we know for certain what the sentences are **supposed** to mean. When they are not spotted and corrected, they will confuse the reader because the intended meaning is not at all clear or will amuse the readers at our expense. Here are a few of those stupid looking modifiers:

DANGLING MODIFIER	DIAGNOSIS	CORRECTLY PHRASED
While walking to class, the new kiosk appeared.	*While walking to class* seems to modify *kiosk*. Add the person who is walking.	While walking to class, **she** saw the new kiosk.
Feeling hungry, the cafeteria seemed the place to go.	*Feeling hungry* seems to modify *cafeteria*. Add the person who feels hungry.	Since **I** felt hungry, the cafeteria seemed the place to go. OR Feeling hungry, **I** decided to go to the cafeteria.
When writing a paper, the Internet can provide some resources.	*When writing a paper* seems to modify *Internet*. Add the person who is doing the writing.	When **you** are writing a paper, the Internet can provide some resources.
To study effectively, your study area should be free of distractions.	*To study effectively* seems to modify *area*. Add the person who is doing the studying.	To study effectively, **you** should study in an area that is free of distractions.

EXERCISES

For the following sentences correct any sentences which contain a dangling, misplaced, or squinting modifier. Some sentences may require just moving a word or group of words. Other sentences require major revisions.

MODIFIER EXERCISE 1 My Score: _____%

1. Attending college often causes new students some problems.
2. Attending college for the first time, a new school can intimidate students.
3. Many students leave environments which they found comforting behind.
4. Some students come to American colleges having traveled half way around the world.
5. These students often leave behind their large extended family to attend college, which provided them daily support.
6. When studying in America, host families can provide these students some support.
7. Host families cannot always comfort students who are homesick with enough sympathy.
8. Sometimes extremely homesick, their studies suffer.
9. Missing her family terribly, Yumiko cried in her room every night.
10. Looking at her pictures of her family, her mother looked so sympathetic.

MODIFIER EXERCISE 2 My Score: _____%

1. When only ten years old, her mother had nursed her through a terrible illness.
2. She wished her mother could provide that same kind of comfort that she had provided right now.
3. Calling home almost every night, her sadness would lessen only slightly.
4. Her mother listened to her stories of missing them all with patient sympathy.
5. Trying to make Yumiko feel at home, the mother in the host family made the kinds of meals that she thought would please Yumiko.
6. Not being able to eat, the smells of the food made Yumiko feel ill.
7. She sometimes tried to apologize for her leaving the table after the family had finished dinner.
8. But she never felt that she could adequately apologize for her rude behavior.
9. Eating infrequently made her lose weight.
10. In three weeks she dropped fifteen pounds because she did not eat much food, which was too great a loss for her thin frame.

MODIFIER EXERCISE 3 My Score: _____%

1. Despite feeling quite weak, college classes were a serious responsibility for her.

2. She felt an obligation to obtain good grades for her mother in her college classes.
3. She strained her eyes in her studies, which often began to ache.
4. Continuing to work hard, she sometimes thought about food in the middle of her classes.
5. Appreciating American meals at last, dinner time became more pleasant for Yumiko.
6. Talking with other students from Japan, she began to feel that she could overcome her problems with their support.
7. By listening very carefully and asking questions after class, the subjects became clearer to her.
8. She did better work on her assignments, which were earning her better grades.
9. Talking to her parents on the phone more often made her feel cheerful.
10. Studying at the American college seemed more rewarding than it had at first.

MODIFIER EXERCISE 4 My Score: _____%

1. Others just leave the comforting environments of their homes, their jobs, or a familiar high school.
2. For example, while watching a college commercial on TV, old aspirations to do something with her life came back to Lawanna.

3. Her responsibilities had kept her at home with her family, which included five children, far more than she liked.
4. Needing almost constant attention, she could not leave them to attend college.
5. Being over the age of twelve, Lawanna thought that now her children could take more responsibility for themselves.
6. She was anxious to tell her husband and children that she was going to go back to college while somewhat worried about their reaction.
7. Although coming as quite a surprise, her husband eventually accepted the news that she was going to return to college.
8. Her children seemed excited by the idea that their mother would again become a student like them.
9. She had to explain that they would have to do more of the work around the house because they didn't really understand how Lawanna's plans would affect them.
10. After being postponed for many years, Lawanna would now have an opportunity achieve her dreams.

MODIFIER EXERCISE 5 My Score: _____%

1. She had many apprehensions about how well she would be able to do in college before she actually began her courses.
2. While attending the college orientation, all the college's expectations of students were spelled out.

3. Explaining the college's rules and procedures, a college official made her worry a little about the complexities of college life.
4. He seemed to understand her situation because he had gone though similar experiences from the way he spoke.
5. Speaking sympathetically, he had had many of the same difficulties when he had first attended college.
6. Although quite nervous about beginning classes, he had managed to reassure her.
7. On the first day of classes, she began to worry about the expectations of her instructors facing a whole new round of challenges.
8. She felt quite out of place among the other students, being much older.
9. Once she realized that her experience could be an advantage to her, she began to relax enough to really concentrate and enjoy her classes.
10. Learning and appreciating new ideas, her dreams were finally coming true.

CHAPTER 14

COORDINATION, SUBORDINATION, AND PARALLELISM

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that clarity and emphasis can be enhanced by the use of effective subordination and parallelism***
- ***Identify and revise sentences whose meaning can be clarified or emphasized through the use of subordination or parallelism***

In order to make our sentences effective, we need constructions that clearly show the relationship between the ideas in the sentence. Three elements of sentence construction that need close consideration are coordination, subordination, and parallelism.

LESSON 1: COORDINATION AND SUBORDINATION

Coordination and subordination are the alternatives writers have in structuring sentence parts.
Choosing the right kind of structure will often affect readers' understanding of the writer's ideas.

COORDINATION-SUBORDINATION PREVIEW My Score: _____%

For the following sentences use effective subordination to improve the sentences' construction. In some cases two sentences should be combined.

61. Trung liked working for the owner of the hardware store.
62. The owner treated him fairly and paid him well.
63. The owner really depended on Trung's being there, although he did let Trung have some time off to study for final exams.
64. Last week Trung had to work late to inventory the stock, and he really missed having dinner at the regular time.
65. He was working on the inventory, while his stomach kept growling at him.

Coordination means that two ideas are phrased so that they work together (coordinate) at the same level as equals. ***Subordination*** means that one idea works (as a subordinate) to support another more important idea. When two ideas are coordinated, they are always expressed in the same sort of word or word group. They could be expressed by verbs, by prepositional phrases, by adverb clauses, or even by independent clauses. The key is that they are the same kind of thing. Subordination most often refers to a dependent (or subordinate) clause that helps us make sense of an independent (or main) clause. However, it can also refer to any modifying element of a sentence—for example, a verbal phrase, a prepositional phrase, or just an adverb.

One of the largest challenges for a developing writer is to determine the relative importance of ideas within a paragraph and determine which ideas should be expressed by subordinate elements.

UNCLEAR COORDINATION

You can easily see that a string of overly simple sentences is not very expressive of the relationships between details.

> There was a banner on the building. The building was large. The building was brick. The building was near the center of campus. The banner was brightly colored. It welcomed the students.

Although all the details are in the string of sentences, the emphasis on the important idea does not come out until all the details are subordinated to just one idea—that the banner welcomed students:

> A brightly colored banner on the large brick building near the center of campus welcomed new students.

Obviously few college students write in such short, simple sentences as in this illustration. However, students' sentences are often shorter and less complex than they need to express the real complexity of their ideas. If you make two ideas equal by using separate sentences, you need to make sure that the two ideas are really equally important and each deserving of a complete sentence. See if you can tell what the most important idea is in this series of sentences:

> His financial aid check was late. He could not register in time for his classes. He was too late to get the classes he needed.

If you thought the last sentence is the most important one, great! Looking at the details, most people would see the first two sentences as explanation for the last one and thus as subordinate to (less important than) the last one. How can we then combine the ideas? Here is one example:

> Since his financial aid check was so late that it delayed his registration for classes, he did not get the ones that he needed.

Here is another hint. If you put the main clause first in the sentence, it will make it stand out as even more important:

> He did not get the classes he needed since his financial aid check was so late that he could not register on time.

The second culprit in unclear coordination is the simple word *and*, which is the most common and most easily used coordinating conjunction. The following sentence is one that could describe some students' plight but fails to put the emphasis on the more important idea:

> He had put off writing the paper for many days, and now it was too late to do the kind of job that he could be proud of.

Although this sentence clearly expresses two ideas, it does not tell which idea is more important. It would probably be more emphatic if it were phrased like this:

> Because he had put off writing the paper so long, it was now too late to do the kind of job that he could be proud of.

UNCLEAR SUBORDINATION

It is seldom that developing writers use subordination when coordination would really work better. However, on some occasions inappropriate subordination turns a sentence upside down. Here is an example:

> He called all the baby sitters he knew, although he could not find one who was available.

The author of this sentence would probably be much happier with the version with just the reverse subordination:

Although he called all the baby sitters he knew, he could not find one who was available.

Here is another pair of sentences, one of which would much better satisfy a writer.

When she was walking across the campus, she spotted a hundred-dollar bill.
When she spotted a hundred-dollar bill, she was walking across the campus.

If you picked the first one, you are thinking like most of us. However, there are some situations where the second version of the sentence would actually be preferable. If, for example, a person had to describe how she came to find a hundred-dollar bill, the second sentence might sound like a clearer explanation.

COORDINATION-SUBORDINATION EXERCISES

For the following exercises use effective subordination to improve the sentences' construction. In some cases two sentences should be combined.

COORDINATION-SUBORDINATION EXERCISE 1 My Score: _____%

1. Lawanna was taking three classes, and they all required a great deal of work.
2. She had decided to take some basic skills classes.
3. She thought that they would be both helpful and relatively easy.
4. English was her favorite subject, but the homework for that class was the most challenging.
5. She usually finished her homework late at night when she was exhausted.

COORDINATION-SUBORDINATION EXERCISE 2 My Score: _____%

1. The college library was in the center of campus, and it provided desks for students to work at.
2. Lawanna like to study at the college library.
3. The library was usually quiet.
4. Although she worked very well in the library, some students seemed to waste time in there.
5. She tried to finish most of her homework at school, and then she went home to her family.

COORDINATION-SUBORDINATION EXERCISE 3 My Score: _____%

1. There were just too many distractions at home, and Lawanna found it hard to study there.
2. For example, she would open her books, and her children would immediately interrupt her.
3. They wanted her constant attention, but they were old enough to take care of themselves.
4. They would interrupt her with some trivial problem.
5. Then she would get angry with them.

COORDINATION-SUBORDINATION EXERCISE 4 My Score: _____%

1. Later Lawanna would calm down, and she would feel guilty about being angry with her children.
2. She realized that they were just acting like normal children.
3. She knew that children need enough attention to thrive.

4. She would apologize for losing her temper, and then she would explain to them that she needed some quiet study time.
5. They would let her study in quiet for a while, but they would soon forget and interrupt her again.

LESSON 2: PARALLELISM

Parallelism is a more emphatic use of coordination. Coordination shows that two ideas are of similar importance; parallelism shows that two ideas also have very similar or contrasting ideas.

PARALLELISM PREVIEW My Score: _____%

For the following sentences use parallel constructions to emphasize similarities or differences between ideas. (Normally, though, parallelism should not be overdone, as it would be if all the sentences in these stories were written in parallel construction.)

66. During the week Trung like studying between classes, but he didn't like to study after work.
67. At night he felt exhausted because he had worked so much; in addition, his mind was overwhelmed by his class assignments.
68. During the day he had a clear mind, and he was also enthusiastic about doing research on his subjects at the college library.
69. He usually had an hour between French and chemistry and two hours between chemistry and math, and after math there was three hours before he had to go to work.
70. On Saturday he studied for about ten hours; he had only about eight hours for study on Sunday.

Parallelism uses similar constructions in different parts of a sentence or in nearby sentences to emphasize the similarity or contrast between the ideas in the constructions. The similar constructions can be clauses, phrases, or even words. Lack of parallelism can be a serious problem when writers are not paying attention to their choice of words. Here are some examples, ranging from very obvious ones to less obvious ones:

She likes to hike and climbing mountains.
They study before classes and after they get out of class.
In the job interview the employer asked me about my previous experience and wanted to know whether I had specific expectations about the salary.
The college provides library services for students at the college and people who live in the community near the college.

The following versions are ones with which nearly all readers would feel more comfortable:

She likes hiking and mountain climbing.
They study before and after their classes.

> In the job interview the employer asked me about my previous experience and my salary expectations.
> The college provides library services for the students at the college and the people in the college's community.

Once we get beyond correcting most of the carelessly unparallel phrases, we can look to parallelism to help us make our writing clear, concise, and compelling. Two situations often call for parallelism to make our ideas emphatic. The first is a situation in which we want to signal that a series of items belong to the same category. The second situation is one in which we want to demonstrate a pointed similarity or contrast between two ideas. The first challenge in using parallelism comes in realizing that the ideas we are expressing do belong to the same category or that they do have a clear similarity or contrast. Sometimes this job is challenging enough that we need to look at our sentences just to identify similarities and differences between ideas. The second challenge comes in finding a way of expressing that similarity. If you look at the following sentences, you may not recognize famous sentence that sums up the ideas:

> We would be better off if we didn't just look for the things that the government of our nation can do for the benefit of our own personal lives. Instead, our focus should be on all the ways in which we can do things that will work for the welfare of the country as a whole.

This idea was expressed in the line from John F. Kennedy's inaugural address:

> Ask not what your country can do for you, but what you can do for your country.

This particular phrase was intended to stir the people of the country to action. Many of those who first heard it were stirred. A large part of the effect was caused by the stark contrast between two attitudes—a contrast produced, in large part by the parallelism. We are seldom called upon to make a contribution to history like that demanded of a president. But there are those cases where we really want our ideas to have an impact on our readers, where we struggle to emphasize what is important to us, where we grasp at anything to give our writing some backbone. Often parallelism is it. The examples of parallelism provided so far fit within the confines of one sentence. Parallelism can go far beyond one sentence. If we begin several sentences with parallel constructions, readers will clearly see how the ideas are connected to each other.

PARALLELISM EXERCISES

For the following exercises use parallel constructions to emphasize similarities or differences between ideas. (Normally, though, parallelism should not be overdone, as it would be if all the sentences in these stories were written in parallel construction.)

PARALLELISM EXERCISE 1 My Score: _____%

1. The library provided Lawanna a quiet place to study and a computer to search the Internet; there were also many reference books that she could consult.
2. Although she finished her study skills homework in just forty minutes, her English assignment required more than three hours.
3. The lessons covered three topics: how to make sentence flow with parallel construction, how to keep perspective clear with proper subordination, and what effective word choice can do to the motivate readers.
4. The textbook contained explanations and examples for each concept; there were also exercises.
5. She read the explanations completely, compared the examples closely, and did the exercise with a great deal of care.

PARALLELISM EXERCISE 2 My Score: _____%

1. Lawanna also had to run several errands before she got home, after dinner tonight, or tomorrow morning on the way to school.

2. She had to buy the family's food at the grocery store, pick up her husband's allergy medicine at the pharmacy, and stop at the county library to drop off her children's books.
3. When she got home, she found that the children had left toys on the living room floor; their dirty clothes were in the hallway, and they had left dirty dishes in the sink.
4. She thought about her options: yelling at the kids, quietly telling them to clean up, or just ignore the problem.
5. She sighed as she thought that there was always time to do things for the rest of the family, but she didn't have time for her own needs.

PARALLELISM EXERCISE 3 My Score: _____%

1. Lawanna completed her study skills, and she had finished the English assignment, so her math problems were the only work left to do at home.
2. The first two problems were a snap, the next two were a little more difficult, but she was really stumped by the fifth one.
3. While searching for some help in the text, she was interrupted by son who couldn't find a baseball mitt, a husband looking for the TV listings, and a kitten that was looking for a dark corner.
4. She could keep her patience, or it would fly right out the window if she let it.

5. She had enough composure to take a deep breath and close her eyes for a minute; a brief break before returning to her studies also helped.

PARALLELISM EXERCISE 4 My Score: _____%

1. She remembered that she loved her children, she loved her husband, and the kitten was a very likeable pet.
2. She made a promise to herself that she would take care of her important home responsibilities, she would spend as much time as possible on her studies during the week, and the family would get most of her time on Saturday.
3. On Saturday they might like going on a picnic, visiting her cousin in Memphis, or bowl a few lines at the local bowling alley.
4. She realized that she should not dictate to her family what they could and could not do, nor should she let them control her.
5. They needed balance between important priorities, compromise between conflicting desires, and the family's spirit of cooperation.

PART THREE:
ALONG THE STEPS
INDEPENDENT APPLICATION

CHAPTER 15

CAPITAL LETTERS

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that capital letters are used to emphasize certain words***
- ***Provide capital letters for those words conventionally emphasize by capital letters***
- ***Avoid capitals in words that are not conventionally emphasized by capitals letters***

Writers use capital letters to emphasize words. The two things that capital letters most commonly emphasize are beginnings (mainly of sentences) and names of specific items (mainly of people). The specific rules can be boiled down to a few general principles.

CAPITAL LETTER PREVIEW 1 My Score: _____%

For the following sentences cross out incorrect lower case letters and replace them with capitals.

71. michael announced, "next tuesday representatives from several colleges will be meeting with students in smith auditorium."
72. "it is sad that some of us may leave for distant colleges," said ivy.
73. "is miranda abbott still planning to go to howard university," asked chuck, "or will she go to a local college?"
74. "not howard," replied michael; "i think she will attend coastal georgia community college instead."
75. "she is not sure she wants to travel to washington, d.c."
76. "she said that she would miss brunswick and all its live oak trees."
77. "in addition," michael continued, "she doesn't have anyone to care for all her animals; she has persian cats, fox terriers, and australian parakeets.
78. "also, i am afraid that the cost of a major college may be too much for the abbott family at this time," added chuck.
79. "i heard that dr. abbott has been suffering from parkinson's disease and has recently spent a long time at the southeast georgia regional medical center."
80. then ivy added, "miranda said that she plans to work full time this summer, at least until the middle of august, trying to earn enough for tuition."

CAPITALIZATION RULES

1. CAPITALIZE I *AND THE FIRST WORD OF EVERY SENTENCE.*

Capitalize the word ***I*** and the first word of every sentence.

When he arrived, **I** was ready to go.

2. CAPITALIZE THE FIRST WORD OF MOST QUOTATIONS.

EXCEPTION: Don't capitalize a word or short phrase that you take from a longer quotation and fit into the grammar of your own sentence.

EXAMPLE	**EXPLANATION**
He yelled, "Be careful because the boat leaks."	*Be* is capitalized because it is the beginning of the quotation.
"Be careful," he yelled, "because the boat leaks."	*Because* is **not** capitalized because it continues the quotation that begins before the credit tag, “he yelled.”

He yelled, “Be careful. The boat leaks.”	*The* is capitalized because it is the beginning of a sentence.
He said, "Right."	*Right* is capitalized because it is the whole statement made at that time, even though it is not a sentence.
She said, “I want just a little help.” She wanted "just a little help."	In the second version of the quotation, *just* is not capitalized because the quotation is a short segment taken from a longer statement and fitted into the grammar of the writer’s sentence. (*Help* is the direct object of the verb *wanted*.)

3. CAPITALIZE THE FIRST, LAST, AND EVERY IMPORTANT WORD IN A TITLE.

EXCEPTIONS: The only **un**important words are prepositions, coordinating conjunctions (*and*, *but*, *or*, *nor*, *for*, *yet*, *so*), *to* in front of a verb, and the articles (*the*, *a*, and *an*).

EXAMPLE	**EXPLANATION**
The American Heritage Dictionary	*The* is capitalized because it is the first word of the title of a book.
Elements of Composition and Rhetoric	The *of* and the *and* are not capitalized in this book title because they are not important nor first or last.
Robert Frost's "Stopping by Woods on a Snowy Evening" and "The Courage to Be New"	*By* and *on* are not capitalized because they are prepositions. The word *a* is not capitalized because it is an article. *To* is not capitalized because it is the sign of the infinitive (in front of the verb for *be*).

4. CAPITALIZE PEOPLE’S NAMES

Capitalize these names:

- Individual people
- Titles included as part of a person’s name
- Names of families, clans, tribes, nations, and races
- The names of groups of people who have a clear ethnic or cultural identity
- The name of a family relationship when it is used as a person's name or part of a person’s name

CAPITALS	**NO CAPITALS**	**EXPLANATION**
Dr. Alberto Perez, M. D. Dr. Marie Tran, Ph.D. Chairman Julian Bond	my doctor the professor our chairman, Julian Bond	Titles, degrees, and other designations like *Jr*. are considered part of a person’s name. Names of professions alone are capitalized.
the Smith family the Suarez clan	his family the whole clan	Just the names of the families are capitalized.
the Sioux Nation the Lummi Tribe Native Americans Latinos	our nation my tribe aboriginal people natives	The capitalized names are recognized names of peoples who have an ethnic or cultural identity. *Nation* and *Tribe* are part of those names.
Americans Peruvians	our countrymen	The people of a country has its own identity.
Germany India People’s Republic of China	that country mainland China china (dishes)	The countries are named after the people and are thus capitalized. Neither an unofficial name (e.g., *mainland*) nor a common name formed from a country’s name is capitalized.

Chinese language French fries American products Italian restaurant	foreign language chips domestic products fast food restaurant	People's names are capitalized when things are named after them or attributed to them.
Mother Dad his Aunt Helen Grampa Joe	my mother your dad his aunt his aunt, Helen Smith,	When a person's family relationship becomes his/her name, it is capitalized. When a modifier precedes it (e.g., *my*, it is not being used as a person's name. When a family relationship is used **with** a person's name, it becomes part of the name, as a title does.

5. CAPITALIZE SACRED NAMES AND CULTURAL EVENTS

Capitalize these names:

- Names of god(s) and names formed from them (including the days of the week and the months of the year, but **not** the seasons).
- Names of religions and words formed from those names
- Names of both religious and non-religious special days

CAPITALS	**NO CAPITALS**	**EXPLANATION**
God Allah Thor	an unknown god animist deities the Norse gods	People show respect to their god(s). Whatever name they use should be capitalized.
Sunday Thursday June August	tomorrow next month summer winter	The days of the week and the months (for the most part) take their names from the old gods. So the practice is to capitalize them all. But this is not true of the seasons.

Islam Methodism Protestants Catholics Buddhist beliefs	this religion a religious sect protesters catholic (universal)	Names used for a religion, the people who practice it, or any features of the religion are capitalized. Some words, like *catholic,* have meanings unrelated to the religion.
Christmas Thanksgiving Mother's Day Fourth of July Arbor Day	a religious feast a market day his birthday July fourth	Holidays used to be *holy days*—named after religious events or persons. So all of them are capitalized. Even the Fourth of July is capitalized **if** we mean Independence Day.

6. CAPITALIZE PLACE AND ORGANIZATIONAL NAMES

Capitalize these names:

- Specific geographical and place names
- Buildings, structures, roads, and streets
- Companies, organizations, and institutions
- Brand and model names
- Names of departments, degrees, and courses (but **not** subjects)
- Historical events, periods, and movements

CAPITALS	**NO CAPITALS**	**EXPLANATION**
Missouri River Mount Rainier Hartford, Nashville Alabama	the river the mountain our city a large state	Capital letters distinguish specific place names from general ones.
the Southwest the Eastern states Southern California the Bay Area (of San Francisco)	travel west the southern property line the area along the coast	Names of recognized geographical regions are capitalized. Compass directions are not capitalized.

Healy Building Carnegie Hall Sears Tower Washington Monument Golden Gate Bridge Interstate 95 Constitution Avenue	science building concert hall office building an obelisk a railroad bridge rural highway the main street	Names of specific buildings, structures, and streets are capitalized. Descriptive terms are not capitalized.
Apple Microsoft Ford Taurus Chiquita banana	a computer company an industry giant a station wagon cooking bananas	Company's names and their brand names are treated like people's names.
Democratic Party Stanford University Commonwealth of Massachusetts American Red Cross	a liberal party community college Washington state a charitable group	Names of organizations are treated like the names of people. [Note: Commonwealth of Massachusetts is a governmental organization; Washington (state) is a place.]
Department of Biology Bachelor of Science Doctor of Justice Associate of Arts and Sciences	math department a bachelor's degree a law degree an associate degree	**If** the official name is used for a department or degree, it is capitalized. Unofficial names, like math department, are not capitalized.
Math 110 Introduction to Calculus Survey of Sociology Introduction to Music Victorian Poetry	math a class in algebra major in biology minor in Chinese (See rule 4.)	Official titles or course subjects and numbers qualify a name for capitals. Names of general subjects are not capitalized unless there is another reason.

the Twentieth Century the Reformation American Revolutionary War	the next century reformation of criminal laws revolt of 1776	Common recognition of these as names of distinct items merits capital letters for them.

7. <u>DO NOT</u> NORMALLY CAPITALIZE PLANTS, ANIMALS, AND DISEASE NAMES.

EXCEPTIONS:

- Parts of names that come from another name that is capitalized
- Acronyms
- Technical biological names of plants, animals, and diseases (which follow the rule of capitalizing genus but not species)

Finally, some books devoted to breeds of animals do not follow this rule in order to make the major topic of the book stand out.

CAPITALS	NO CAPITALS	EXPLANATION
a German shepherd a Siamese cat a Baltimore oriole	a sheep dog a tortoise-shell cat a black bird	Only the *German* and *Siamese* are capitalized because these are names of peoples. Baltimore is the name of a city (and a person).
Welsh poppies Pacific yew	sweet pea white fir	*Welsh* is the name of a people. *Pacific* is the name of the ocean.
Morus alba	white mulberry	*Morus alba* is the technical name for white mulberry. Technical biological names always capitalize the first (genus) name and not the second (species).

Parkinson's disease German measles AIDS SIDS	emphysema three day measles acquired immune deficiency syndrome sudden infant death syndrome	*Parkinson* and *German* are capitalized because of their reference to people. *AIDS* and *SIDS* are acronyms. But notice that when the names are spelled out they need no capitals.

EXERCISES

For the following paragraphs cross out incorrect lower case letters and replace them with capitals.

CAPITAL LETTER EXERCISE 1 My Score: _____%

1. after i graduated from washington high school, i worked for a while at a safeway store in detriot.
2. but i quit working there because i had a disagreement with the store manager.
3. the manager, mr. rex, thought that i didn't show him proper respect in front of the customers.
4. i think that he later made me work on christmas eve and christmas day just to punish me for disagreeing with him.
5. so i told him, "you shouldn't take out your frustrations on me."
6. then he told me that i would have to work on new year's day as well and miss the rose bowl game too.
7. then i called him a "vindictive tyrant."
8. but i did manage to say, "i quit," before he could say, "you're fired."
9. after i quit, i didn't have any job opportunities except to work at my father's business.
10. his company, intertech international, makes computer cables for some of the big manufacturers like gateway and compaq.

CAPITAL LETTER EXERCISE 2 My Score: _____%

1. my sister sally really enjoys anything that involves the out-of-doors.
2. last spring she took a hike through the ice and snow in the cascade mountains.
3. on sunday the eighteenth of march she started the trip near snoqualmie pass and ended up on the columbia river fifty miles east of portland on saturday, april first.
4. she told me that she enjoyed seeing all the douglas firs, white pines, and mountain hemlocks all covered with snow.
5. she also told me that there were some white-tailed deer and some mountain goats that were already at the upper elevations of the mountains.
6. she even saw several kinds of birds: bald eagles, stellar's jays, and canada geese.
7. she decided that she would like to teach outdoor survival classes at one of the community colleges in eastern washington.
8. when i asked her, "why would you want to go there?" she told me that people in eastern washington really benefit from the class because both winter and summer weather is so extreme.
9. but when i told her that she would really miss puget sound and the mild weather of western washington, she said, "mom and dad agree with my ideas. so you shouldn't try to discourage me."
10. that is how she ended up teaching a course called outdoor survival at spokane community college.

CAPITAL LETTER EXERCISE 3 My Score: _____%

1. my sister alice likes animals, any kind of animals.
2. she started out raising white mice and gerbils.
3. she went on to raise ring-necked pheasants and california quail.
4. later in life she raised bronze turkeys and plymouth rock chickens.

5. she raised several kinds of sheep and several breeds of sheep dogs, including australian shepherds, blue heelers, and german shepherds.
6. she then graduated to horses: arabians, quarter horses, and tennessee walking horses.
7. but after some of her beasts came down with texas fever and she got the german measles, she gave away her animals.
8. the next summer--in july, i think--she started collecting animals again.
9. "there's no way i can live without my animals," she told me; "they're my whole life. i even convinced dad to loan me some money so that i could buy a ranch west of the missouri river where i could raise my animals."
10. i told her that she was lucky because she could always wrap our dad around her little finger and because she had a great job as a computer programmer for the state of montana.

CAPITAL LETTER EXERCISE 4 My Score: _____%

1. my cousin attended kauai community college several years ago to become a registered nurse.
2. when he graduated in the spring of 1988, he said his favorite classes were in art, literature, and history, particularly a course entitled history of hawaii.
3. those subjects sound like strange ones for a nurse to enjoy, but he likes all sorts of strange things, things like rodin's *the thinker* and plays like arthur miller's *death of a salesman*.
4. it's a surprise that he didn't go on to the university of hawaii and major in art or english.
5. as it is, he now works for queen's medical center on punchbowl street.
6. i asked him, "why didn't you go on to a four-year college?"

7. he answered, "don't you remember what our gramma suzie told us? she said that there are some things that we can do to support ourselves and others we do just for our own satisfaction."
8. i said, "so you follow gramma's advice and keep up with art and literature just for the fun of it?"
9. "right," he said.
10. "the reason i enjoy the arts," he explained, " is that they take me away from all the stress of working with patients suffering from pneumonia, parkinson's disease, multiple sclerosis, and aids."

CAPITAL LETTER EXERCISE 5 My Score: _____%

1. in may, just before memorial day, mike registered for fall quarter even though classes didn't begin until after labor day in september.
2. he decided to take three classes: history, botany, and french.
3. only one history class, which was entitled the history of western civilization, was scheduled at a convenient time.
4. unfortunately, that class was held in smith hall, which was on the far side of the college campus.
5. the botany class, called scientific horticulture, was mike's first science class at the university of washington.
6. his advisor, professor miller, told him, "you will still need two more science classes for your bachelor of arts degree."
7. during the summer mike planned to work for his uncle joe's construction company, which held a contract for resurfacing roads for the state of washington.
8. the maple valley highway, which ran toward mount rainier national park, needed major repairs.
9. the same was true of the highway that ran along the white river in the muckleshoot indian reservation.
10. these jobs would keep his uncle's evergreen construction company busy at least until thanksgiving.

CAPITAL LETTER EXERCISE 6 My Score: _____%

1. when she attended roosevelt high school, venita was very interested in both philosophy and religion.
2. when she enrolled at seattle pacific university, she took two courses called ancient philosophers and existential philosophy.
3. her religion courses also covered a wide range of topics, from judaism to zen buddhism.
4. in one course she was introduced to islam, whose prophet, mohammed, was born in the sixth century.
5. her professor told the class that the name islam comes from the arabic word *salam*, which means "peace."
6. the professor explained, "*salam* also indicates a kind of surrender."
7. he went on to explain that the term really indicates "the perfect peace that comes when one surrenders one's life to god."
8. the holy book of islam is called the koran, those who follow islam are called moslems, and they call god *allah*, arabic for "the god."
9. moslems observe the holy month of ramadan by fasting from sunrise to sunset.
10. this fast commemorates the month when mohammed received his commission from allah and when, ten years later, he fled from the city of mecca to the city of medina.

CAPITAL LETTER EXERCISE 7 My Score: _____%

1. because caitlin loved both music and animals, it was hard for her to decide on whether to major in music or in biology to prepare for becoming a veterinarian.
2. she had enjoyed a class entitled zoology almost as much as playing in the band at maplewood high school in toronto.
3. she enjoyed both vocal music and symphonic music, particularly more modern symphonic pieces by composers like paul hindemith.
4. she also appreciated works by canadian composers louis applebaum and robert aitken.

5. in the end she was inspired by the success canadian vocalists, like anne murray and celine dion, who were able to appeal to the entire english-speaking world.
6. caitlin decided to major in music and originally intended to attend the university of toronto.
7. but the university of victoria (called “UVic” by its friends) offered her a scholarship if she would play in one of the university’s orchestras.
8. the offer was appealing because the university had two main orchestras: the uvic orchestra conducted by János sándor and the uvic wind symphony conducted by dr. gerald king.
9. the uvic wind symphony sounded inviting because it had recently represented canada in the annual western international band conference in seattle, washington.
10. there was also the uvic jazz orchestra which was led by hugh fraser and which had included many of canada’s outstanding jazz musicians.

CAPITAL LETTER EXERCISE 8 My Score: _____%

1. traveling to the pacific coast would take her a long way from her family in ontario, but the offer was just too appealing.
2. in addition to the scholarship, she was also attracted by british columbia’s reputation for beauty.
3. she hoped to visit places like stanley park in vancouver and to ski at whistler mountain which would host the 2010 winter olympics and paralympic games.
4. thus she started off on a long journey from toronto to vancouver on a rail canada train.
5. when she arrived in vancouver, she arranged for bus transportation by pacific coach lines and british columbia ferries, which ran ferry service between city of vancouver and vancouver island.
6. the scenery on the ferry ride through the san juan islands was breathtakingly beautiful.
7. during the an hour and a half trip to the vancouver island city of swartz bay, she even saw a killer whale.

8. after a short bus ride from there to the victoria bus depot on douglas street, it was just a short taxi ride to the campus of the university of victoria.
9. her first sight of the uvic was as the taxi drove up university drive on her way to her new residence in wallace hall.
10. she looked forward to seeing the music facilities in the mac lauren building which housed the david lam auditorium.

CHAPTER 16

APOSTROPHES

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Place apostrophes correctly to show possession***
- ***Place apostrophes correctly to show contractions***
- ***Avoid the use of apostrophes where they are not needed***

Apostrophes do two important jobs for us. We use them to indicate the possessive forms of words and to indicate that something has been left out of what we have written.

LESSON 1: APOSTROPHES FOR POSSESSION

The most common use of the apostrophe in college and business writing is to show possession.

APOSTROPHE PREVIEW 1 My Score: _____%

For the following sentences, add all necessary apostrophes to make words possessive. The letter **S** has already been supplied.

81. A college education was considered very important for the Johnsons two daughters.
82. But Gretchens college career had come later in life than Michelles.
83. Her sisters career began soon after her graduation from the towns largest high school and was made possible by their parents support.
84. In contrast, Gretchens education had its starts and stops and its ups and downs.
85. After her graduation Gretchen worked for a while at her fathers store, which sold mens clothing.
86. Mens clothing, however, was not selling as well as womens.
87. In addition, Gretchens father told her, "The store is in trouble because it is losing customers to its larger competitors."
88. When the stores income fell, Gretchens father could not afford to employ her any longer.

89. But then the regional community colleges financial aid program enabled Gretchen to take several classes at the college.
90. Though the classes instructors inspired her to continue learning, lifes challenges interrupted her education soon after its start.

We use apostrophes in writing to indicate the possessive form of nouns and some pronouns. To be possessive a word has to have an ***S*** sound to indicate that one word has a very close connection with another. The connection can be ownership in our normal sense of the word. You own a car, a house, some books. You can also call an apartment, a college, or a class yours, even though you cannot claim to own them. Even objects can claim this kind of ownership—like a dog's coat, a tree's bark, or a day's weather. We find the possessive word in two positions—either before another noun or before an implied noun. The following sentences show both kinds:

EXAMPLE	**EXPLANATION**
Tuan's car is more reliable than Mike's car.	In this sentence both *Tuan's* and *Mike's* are placed in front of the word *car* and show possession.
Tuan's car is more reliable than Mike's.	In this version of the sentence *Tuan's* in front of the word *car* and shows possession. *Mike's* is also possessive showing who owns a second car, although the second car is not mentioned.

RULES

The rules for using the apostrophe for possession are relatively simple.

TO MAKE A WORD POSSESSIVE	
1. If the owner's name does **<u>not</u>** end in ***S***, add an apostrophe and an ***S*** (***'S***). ➔	**OWNER + *'S***
2. If the owner's name **<u>does</u>** end in ***S,*** add only an apostrophe (') **after** the ***S***.* ➔	**OWNERS + '**

*EXCEPTION: There is one option under this rule. In pronouncing the possessive of some **singular** words ending in ***S***, many native speakers pronounce an extra ***S*** sound to show possession. If that is

the case with you, writing an extra ***S*** is quite acceptable. For example, both of these sentences are correct:

That is James' car.
That is James's car.

EXAMPLES OF POSSESSIVES

	NORMAL	POSSESSIVE
SINGULAR	parent	parent's
PLURAL	parents	parents'

	NORMAL	POSSESSIVE
SINGULAR	fox	fox's
PLURAL	foxes	foxes'

	NORMAL	POSSESSIVE
SINGULAR	child	child's
PLURAL	children	children's

	NORMAL	POSSESSIVE
SINGULAR	cat	cat's
PLURAL	cats	cats'

	NORMAL	POSSESSIVE
SINGULAR	boss	boss' **OR** boss's
PLURAL	bosses	bosses'

	NORMAL	POSSESSIVE
SINGULAR	James	James' **OR** James's
PLURAL	Jameses	Jameses'

TRY IT YOURSELF 1 !—POSSESSIVES

Mark the following sentence for the indicated sentence parts. Answers are provided in Appendix B.

	NORMAL	POSSESSIVE
SINGULAR	student	
PLURAL		

	NORMAL	POSSESSIVE
SINGULAR	church	
PLURAL		

	NORMAL	POSSESSIVE
SINGULAR	woman	
PLURAL		

	NORMAL	POSSESSIVE
SINGULAR	dog	
PLURAL		

	NORMAL	POSSESSIVE
SINGULAR	class	
PLURAL		

	NORMAL	POSSESSIVE
SINGULAR	Charles	
PLURAL		

IMPORTANT EXCEPTIONS

Although many pronouns do use an apostrophe to show possession, there are some important exceptions. They are the personal pronouns and their adjective *forms (mine, my, yours, your, hers, her, his, its, ours, our, theirs, their*) and the relative pronoun (*whose*). The spelling of these pronouns was fixed long before apostrophes became popular in writing. The ones that end with an ***S*** sound can be confusing because some of those words do have an apostrophe at times, but for a different reason—to show that something has been left out. (See the later section on contractions.) Here is a chart to show the differences:

PRONOUNS	EXAMPLE	EXPLANATION
yours, hers, his, ours, and *theirs*	*His* is newer than *theirs*.	None of these use apostrophes. They mean the thing that belongs to *you, her, him, us*, or *them*.
its and *whose*	The book lost *its* cover. We know *whose* book it is.	*Its* means *belonging to it*. *Whose* means *belonging to whom*.
it's and *who's*	*It's* getting late. *Who's* going to help us?	*It's* mean *it is* or *it has*, in the case *it is*. *Who's* means *who is* or *who has*, in this case *who is*.

Rule for the possessive *it*: ***It's*** deprived of ***its*** apostrophe.

TIPS FOR IDENTIFYING POSSESSIVE WORDS

Writers who are first applying these rules about apostrophes can easily become confused. In addition to the possessive form, speakers use the ***S*** in three other ways. It can be, first of all, part of the word itself—like *pass, octopus,* and *J. C. Penneys.* Second, it can be added

to make a noun plural—like *passes* or *octopuses*. Third, it can be added to make a verb singular—as when we change the plural subject and verb in this sentence, "The car***s*** run," into the singular subject and verb in this sentence, "The car run***s***." None of these uses of the ***S*** call for an apostrophe.

Some tips can help in determining whether the ***S*** sound at the end of a word is there to show possession or only for some other reason. First, the possessive form can be translated to a prepositional phrase using *of* (or sometimes *for)*:

EXAMPLE	**EXPLANATION**
That is the *Joneses'* house That is the house *of the Joneses*.	Because *Joneses* can be translated *into of the Joneses*, we know it is possessive.
The *car's* new fender is on order. The new fender *for the car* is on order.	Because *car's* can be translated into *for the car*, we know it is possessive.

Second, if the word is plural, change the word to the singular to see whether we still say an ***S*** at the end to make it possessive. If for example, we say, "That stereo cost me five *days'* pay," we may not think that the word *days'* is possessive. If, on the other hand, we change it to the singular, "That stereo cost me one *day's* pay," we still pronounce the ***S*** on the end of *day*. The only explanation of the ***S*** sound is that a word in this construction has to be possessive. So the correct form is "That stereo cost me five **days'** pay."

Third, if the word is a singular word that ends in ***S***, try another singular word without an ***S*** in the same spot. For example, if your sentence is "She likes J. C. *Penneys'* prices," you may not be sure whether the *Penneys'* is possessive. We can substitute the name of another store that does not end in ***S***, "She likes *Safeway's* prices." Notice here that the construction requires that we say the ***S*** sound even at the end of *Safeway*. That's the clue that the store name is possessive in addition to ending in as ***S***. Therefore, the word requires the apostrophe, and the correct sentence is "She likes J. C. *Penneys'* prices."

APOSTROPHE BEFORE OR AFTER THE S?

A final problem that some people have is whether to put the apostrophe before or after the ***S***. Here is the clue to figure that out.

APOSTROPHE PLACEMENT

The complete name of the owner(s) must appear before the apostrophe.

Here are some examples where as readers we can identify the names of owners by the correct placement of apostrophes:

EXAMPLE	**EXPLANATION**
Our store has a sale on girls' and women's wear.	The clothing belongs to *girls* and *women*. The ' and the ***'s*** are there only to show possession.
The trucks' tires are flat, and the car's tires are fully inflated.	Because of the placement of the apostrophes, we know the names of the owners: *trucks* and *car*. This placement is the only way that we know that we have several trucks but only one car.
Hendrick's car is newer than Marlys's.	Since both possessives here are people's names, we can identify the correct spelling of the people's names by the placement of the apostrophes. The first one is owned by a person named *Hendrick* and the second one by a person named *Marlys*.

EXERCISES

For the sentences in the following exercises, add all necessary apostrophes to make words possessive. The letter **S** has already been supplied.

APOSTROPHE EXERCISE 1 My Score: _____%

1. Bills car stopped running on his way to school.
2. He missed his math, psychology, and English classes because of the cars breakdown.
3. All of his instructors lectures were important.

4. Those classes topics would be on the next weeks exams.
5. But several of his friends were in the same classes.
6. His friends notes helped him cover the missed material.
7. Aarons notes for psychology were especially helpful.
8. Marys notes for math were very clear.
9. Both Beths and Doriss notes for English explained the instructors instructions for the quarters last paper.
10. So the days lectures were not completely lost for Bill.

APOSTROPHE EXERCISE 2 My Score: _____%

1. The cars problems turned out to be more serious than Bill had first thought.
2. The repair shops mechanic told him that the motors timing belt had broken and ruined the valves.
3. The mechanics explanation was rather depressing.
4. The cost of repairs seemed more than Bills budget could cover.
5. After hearing the valves sorry state, Bill had to decide what to do about his car.
6. It had probably reached the end of its useful life span.
7. In addition, the tires tread had worn thin.
8. But, as he complained to his friends, he did not have the cash to replace it with a new car.
9. His friends comments seemed to agree with his mothers.
10. So he reluctantly looked for some financing at his parents credit union.

APOSTROPHE EXERCISE 3 My Score: _____%

1. In the meantime the citys transit system became his means of daily transportation.
2. Many students and instructors needs were clearly being met by the transit system.
3. The colleges dedication of one of its parking lots as a transit center made the bus even more convenient.
4. But the busses arrivals did not fit his schedule.
5. One bus got him to school very early, but the next got him there too late.
6. Also, carrying books in his backpack became a major chore, and one day the backpacks straps broke.
7. He dropped his books and several days worth of math assignments in a puddle.
8. His math professors attitude toward muddy homework papers was not sympathetic.
9. His books had to be dried out too because the books pages had been soaked by the muddy water.

10. On the other hand, because of the diversity of bus riders backgrounds, each days ride was an education.

APOSTROPHE EXERCISE 4 My Score: _____%

1. Later that week the credit unions loan officer called him about his loan application.
2. His loan application had been approved for a modest amount.
3. The loans limit would enable him to purchase only a small new car.
4. He looked at several inexpensive Hondas, Fords, and Volkswagens.
5. The dealers were willing to bargain somewhat on the cars prices.
6. But none of the dealers offers were low enough for his loan.
7. Finally, a Chevrolet dealers offer on a small car was low enough for his financing.
8. This models options were rather limited, but the car met Bills basic needs.
9. Before he actually bought the car, though, he sought his parents advice.
10. Their approval reassured him that the loans payments and the cars price were reasonable.

LESSON 2: APOSTROPHES TO SHOW CONTRACTIONS

In everyday speech we frequently shorten our phrasing by leaving out some of the sounds of our words. This kind of shorting of our phrases is called a contraction. When we write, we indicate that phrases have been shortened by the addition of the apostrophe.

APOSTROPHE PREVIEW 2 My Score: _____%

For the following sentences, add all necessary apostrophes to show contractions.

91. Not long after the birth of her daughter, Gretchens been given an opportunity to go back to college.
92. Although she hadnt planned on going back to school, shed visited the college's financial aid office.
93. Shes been offered another financial aid program, one she just cant afford to pass up.
94. Gretchen told her father, "Its the best program that the college can provide its students."
95. "The collegell enroll me in classes and wont charge me its regular tuition and fees."
96. "Ill also be eligible for a federal grant thats enough to pay most of my living expenses."
97. Her father said, "With an offer like that, you wont want to wait."
98. "With that financial aid and a little help from us, youre going to be able to continue your education."
99. "Lets get you down to the college and finish your paper work."
100. Gretchen, responded, “Thatll be wonderful; todays a great day for my future."

When we use the apostrophe to mark a contraction, we put the apostrophe where the missing sounds would have been had we pronounced them. This use of the apostrophe helps a reader quickly distinguish between similar words.

EXAMPLE	**EXPLANATION**
We’ll now prepare for the test. Well now, prepare for the test.	The first phrasing could be confused with the second without the apostrophe.
The truck’s running well now. The trucks, running well now, need no more maintenance.	The first phrasing could be confused, at least momentarily, with the second one without the apostrophe.

The most commonly confused apostrophes are those used with the personal and relative pronouns. Here are the examples and the contrasting words that do not use apostrophes.

CONTRACTION	POSSESSIVE PRONOUN	EXPLANATION
It's time. ***Who's*** late? ***There's*** no more time. ***They're*** late. ***You're*** late.	***Its*** time is up. ***Whose*** time is up? ***Theirs*** is up. ***Their*** time is up. ***Your*** time is up.	In all of these cases the ***'s*** form can be replace with ***is*** and the ***'re*** form can be replaced with ***are***. In the other cases we are using the possessive pronoun forms, which do not use apostrophes.

TRY IT YOURSELF 2—CONTRACTIONS

TWO WORDS	CONTRACTION
they will	
he did not	
she has	
who is	
nobody has	
Herb will not	
our country has	

TWO WORDS	CONTRACTION
the girls are not	
they are	
let us	
that will	
John is	
the city is	
the world will	

EXERCISES

For the sentences in the following exercises, add all necessary apostrophes to show contractions.

APOSTROPHE EXERCISE 5 My Score: _____%

1. It wasnt till the middle of the night that Gretchen knew that her daughter was sick.
2. Little Judith was so miserable that she couldnt sleep.
3. Gretchen decided that shed stay up to comfort Judith.
4. But Judith's coughing spells hadnt gotten better; theyd gotten worse as the time went on.

5. In the morning Gretchen said to herself, “Im going to have to stay home today.”
6. “I dont know whos going to be able to care for Judith so that I can attend my classes.”
7. “My babysitter cant take sick children, and my mothers going out of town today.”
8. “My aunt and uncle are both retired, so maybe theyll be willing to care for Judith.”
9. “But even if theyre willing to take her, I think Id better stay home with her.”
10. "Judiths so miserable that I cant really leave her with anyone else.”

APOSTROPHE EXERCISE 6 My Score: _____%

1. Gretchen called the doctor as soon as the doctor’s office opened.
2. After making an appointment, she told Judith, “Lets get ready to go to the doctor.”
3. Judith wasnt happy about having to leave her bed.
4. But after shed gotten dressed, she felt better, and they left for the doctor’s office.
5. The doctor told Gretchen that shed have to visit the pharmacy for a prescription for Judith’s condition.
6. After the visit to the pharmacy, Gretchen told herself, “Well just have to go home and rest for now.”
7. “Classesll have to wait for now; but I hope I wont miss more than one day.”
8. The next day Judith felt well enough that she didnt mind staying with her aunt and uncle.
9. So in the end Gretchen hadnt missed too many classes.
10. Shed also learned from her classmate Ida that two of her instructors showed films she could view later.

For the sentences in the following exercises, add all necessary apostrophes to show contractions and possession. The letter **S** has already been supplied.

APOSTROPHE EXERCISE 7 My Score: _____%

101. Idas message that two of the instructors showed films made the days work seem bearable.
102. However, Gretchen hadnt heard from Ida whether the instructors had made any assignments based on the films topics.
103. If the instructors had told their students to prepare comments for todays class, they would expect Gretchen to be able to discuss the films.
104. It wasnt a problem, though, because her art and history instructors didnt require the students to discuss the films in class.

105. But, after her history instructor had shown the film, he assigned a paper contrasting the films and the textbooks perspectives on the rise of ancient Greece.
106. Her art instructor didnt require anything beyond the students ability to incorporate the information from the film into their essays on the midterm exam.
107. It turned out that neither instructor had noticed Gretchens absence, and they didnt ask her any questions about the films topics.
108. When she asked the instructors about the films she missed, they not only gave her the films names but also told her that the librarys multimedia center had some copies to check out.
109. Though Gretchen hadnt fallen too far behind in those two classes, she was concerned about her psychology instructors lecture, which wouldnt be easy to make up.
110. She kept worrying as she walked to the colleges psychology building.

APOSTROPHE EXERCISE 8 My Score: _____%

111. Thomas, one of her classmates, arrived at the buildings entrance at the same time as Gretchen, and they talked about the previous days lecture on their way to the classroom.
112. Thomas told her that the psychology instructors lecture on the previous day had covered several of the early psychologists theories of personality.
113. That topic was going to be on next Thursdays exam.
114. Though the topic didnt seem too difficult, Gretchens concern was that she would miss some important points in the instructors view of those theories.
115. When they arrived at their classroom, they found a notice that said that the instructors class wouldnt meet that day because of the instructors illness.
116. Gretchen wasnt pleased because she hadnt expected to miss the instructor.
117. Thomas offered to share his notes from the previous days lecture.
118. Since the class was cancelled, they went to the librarys printing service to make a copy of Thomass notes.
119. Because Gretchens aunt could take care of Judith for the whole day, Gretchen decided that she should stay at school and watch the films.
120. So after lunch Gretchen went to the librarys media center to check out the films that she hadnt seen the day before.

APOSTROPHE EXERCISE 9 My Score: _____%

1. Although her plans hadnt originally included college, Doris enrolled in the state colleges nursing program three years after graduating from high school.
2. Her three years of work hadnt been a waste of time because her employers pay scale had been high enough to enable her to save several thousand dollars.

3. The balance in Doriss bank account was substantial enough that she thought, "Ill be able to pay for my college education without working more than half time."
4. Shed planned on living very economically and on sharing an apartment with her sisters best friend.
5. However, the balance in her account declined more quickly that shed anticipated.
6. Her account wasnt earning much money, and she hadnt expected her expenses to be so high.
7. The colleges tuition by itself wasnt too much, but the extra fees and the prices for textbooks were higher than she expected.
8. Each term the textbooks cost seemed to be equal to that of a new computer.
9. And before long shed need to get a new computer because her present computer wasnt able to run some of the software she needed to use.
10. She told herself, "This nursing programs really important to me, and I dont want to rely on my parents support, so maybe its time to start looking for some other ways to pay for my education."

APOSTROPHE EXERCISE 10 My Score: _____%

1. Doris had noticed that her colleges offices for student services were extensive.
2. Today she needed to find the office for financial aid.
3. Once before shed gotten disoriented in the building that housed student services.
4. “This time,” she thought, “Ill have to ask for directions.”
5. At the buildings information desk, she told the receptionist, “Im looking for the financial aid office.”
6. He answered, “Its on the second floor; youll find it to the right of the reception areas desk.”
7. On the second floor, she still couldnt find the right office and asked again at that floors reception area.
8. A helpful receptionist responded, “Lets go there together, and well be sure you dont get lost again.”
9. Once Doris got to the right office, a clerk gave her the form and said, “Heres the form you need.”
10. “The forms instructions are fairly simple; you shouldnt have too much difficulty,” she continued.

APOSTROPHE EXERCISE 11 My Score: _____%

1. Doriss idea of the word *simple* was obviously quite different from the clerks.
2. This form seemed to go on forever, and Doris didnt have much of the information at hand.
3. She hadnt carefully filed away information about taxes and the like.
4. So she had a hard time answering many of the forms questions.

5. She needed information from tax returns that shed filed for the past two years.
6. Shed looked all through her desk and her closets.
7. But she hadnt found any of the forms in her desks drawers or on her closets shelves.
8. Those years tax returns must have been misplaced somewhere the last time shed moved.
9. She hoped that the forms hadnt been thrown in her last apartments garbage bin.
10. Theyd probably been packed away in some boxes of her familys mementos.

APOSTROPHE EXERCISE 12 My Score: _____%

1. Now those boxes were probably somewhere at her parents house in Georgia.
2. There are times when a persons belongings should be left behind.
3. But apparently that hadnt been the right choice in Doriss situation.
4. Now Doris thought about the disorganized piles of boxes in her parents basement.
5. She thought, “Theyll probably dig out the records for me, but itll probably take several days.”
6. Doris decided, " Ill have to call my parents right away and get them to help me."
7. She groused, "It seems as if the federal governments idea is that people have nothing better to do than to fill out paperwork."
8. "Its as if the government thinks its our job to do its work."
9. “Ill be really lucky to get this form completed and submitted before next terms deadline.”
10. The form asked questions in ways that didnt make sense from Doriss perspective.

APOSTROPHE EXERCISE 13 My Score: _____%

1. The questions phrasing used terms that Doris didnt understand.
2. The form must have been created by the same people who wrote the Internal Revenue Services forms.
3. Though shed answered most of the forms questions, she still didnt know how to answer five questions.
4. She knew shed need help from the financial aid offices staff.
5. When she arrived at the offices counter, she immediately got a clerks attention.
6. The clerk quickly provided answers to three of Doriss questions.
7. However, there were two questions for which he couldnt provide answers.
8. He said, "Thats a subject that another clerk takes care of, but shes sick today."
9. "If youll come back next week, shell answer the questions for you."
10. Doris went home disappointed by the clerks comments.

APOSTROPHE EXERCISE 14 My Score: _____%

1. She was able to answer a few more of the forms questions.
2. Although shed made some progress on the form, it hadnt been enough.
3. At the beginning of the next week she decided, "Although Ive got a few days before the deadline, Id better get this done as soon as possible or Ill be really stressed."
4. When she arrived at the financial aid office, the offices doors were blocked by a line of students waiting to get help.
5. She asked another student, "Whats the reason for this huge line?"
6. The student answered, "Im not sure, but Ive heard that theres a long line about this time of every term."
7. The students response really dampened Doriss spirits.
8. She asked another student how long hed been waiting in the line.
9. He told her, "Ive been here about half an hour, and I dont think this lines moved at all."
10. Doris didnt want to stay in line because of the chance that shed miss her classes.

APOSTROPHE EXERCISE 15 My Score: _____%

1. One more student arrived at the offices doors but didnt seem concerned about the line.
2. She was about to leave, when Doris said, "Isnt this line terrible?"
3. She seemed surprised at Doriss comment, and said, "I dont think itll be a problem for me."
4. Doris responded, "Why wont it cause you any problems?"
5. "Because," the student said, "Ill probably be able to get the information from the Department of Educations web site."
6. "Wheres this web site, and how did you learn about it?" asked Doris.
7. "Oh," she said, "the financial aid offices orientation meeting at the beginning of the term covered all the federal governments requirements and forms as well as all of its resources."
8. After shed given Doris the web sites address, she calmly walked toward the buildings stairs.
9. Later Doris used her computers web browser to search the financial aid web sites extensive list of questions and answers.
10. After shed gotten the information she needed, she was able to finish answering all the forms questions.

CHAPTER 17

SPELLING AND THE DICTIONARY

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Find words in a dictionary without knowing the exact spelling***
- ***Apply basic rules for adding suffixes to words***
- ***Avoid common misspellings***
- ***Choose correctly between words that look or sound similar***
- ***Use a dictionary to recognize alternate spellings***
- ***Use a dictionary to determine correct pronunciation; forms for specific word functions (parts of speech); conventional capitalization and hyphenation; and usage labels, examples, and notes***

Some people see good spelling as a sign of a writer's intelligence. Some see it as merely the writer's dedication to carefully completing the job. Good spelling is not based on intelligence, but it does have great deal to do with our dedication to accuracy. However, it also is related to our visual skills, which are to some extent set at birth. Some will have an easier time spelling than others. But everybody can do a good job of spelling if he or she takes enough care and time. Every writer needs to assess his or her own strengths and weaknesses in spelling and then find effective coping mechanisms for dealing with the weaknesses.

The first coping mechanism is a computer spell checker, if you have access to one. This writer is one who has always had difficulties and is one who blesses the invention of the spell checker. However, the spell checker will not solve all problems of spelling. If you choose this route, be aware that the spell checker will tell you only whether your spelling is the spelling of **any** word. The word you spelled may not

necessarily the one you meant. You will always have to be careful to check the "Easily Confused Words" later in this chapter and to always check the meaning of words that the spell checker suggests for your spelling or typing errors.

The second method is to proofread your writing both forwards and backwards. You can probably understand the forwards reading, but backwards? Reading forwards causes many of us to become distracted by the meaning of the words so that we do not pay enough attention to the spelling of them. Reading backwards helps to focus on exactly how each word is spelled. It may also help to pronounce each word phonetically—emphasizing each syllable. For example, to make sure that all the letters are present and in the right order in a word like *people*, pronounce it as spelled-- PEE-OH-PLEE. This technique helps a proofreader to see what is really there rather than what he or she “knows” is there.

Some spelling can be determined by spelling rules. But most spelling rules have so many exceptions that they may not seem worth the effort to learn. Some of the most reliable rules are those that deal with adding suffixes to words. Those rules are covered in the "Spelling Rules" section of this chapter.

Whichever methods you choose, in the end you will probably have to rely frequently on the dictionary. When you are writing papers outside the classroom, the dictionary will serve as the final source of information about spelling. The problem that many—again, including this writer—have is that they cannot look up a word in the dictionary because they cannot spell it. The following section of the chapter explains how to cope with that problem. Later in the chapter is a section on the other important uses of the dictionary.

LESSON 1: FINDING A WORD IN THE DICTIONARY WHEN YOU CAN’T SPELL IT

The spelling of a word can fool you in any number of ways. If you have trouble finding the word in the dictionary, you are most likely making a spelling error in the first four or five letters of the word. If you knew the first five letters of the word, you would probably be able to find the word by scanning the page (or maybe the pages before and after that one).

PHONETIC METHODS

If you can spell a word phonetically, you will usually be able to find it by knowing the common ways in which words can be phonetically

misspelled. Look at the first five letters of the word to check whether one of the following problems has caused the misspelling.

WATCH FOR DIFFERENT SPELLINGS OF THE SAME SOUND

1. The indeterminate vowel sound (schwa, **ə**, which sounds more like a grunt--*uh*--than any specific vowel) could be represented by any of the vowels—***A, E, I, O, U*** and sometimes ***Y***—or even by a combination of vowels. (See 3 below for possible combinations of vowels.)

   - **ə** represents the sound of **a** in **a**bove
   - **ə** represents the sound of **e** in it**e**m
   - **ə** represents the sound of **i** in ed**i**ble
   - **ə** represents the sound of **o** in cann**o**n
   - **ə** represents the sound of **u** in circ**u**s
   - **ə** represents the sound of **y** in Pol**y**nesia
   - **ə** represents the sound of **ai** in fount**ai**n

   Look up the word under each possible spelling.

2. Also, a short vowel sound can be represented by almost any vowel. The most commonly confused are ***A, E*** and ***I***.

3. Diphthongs (combinations of vowels) can have the sound of a long vowel or another vowel sound. Look up these words under each of the common alternative spellings. Examples are these:

   - long A sound: ***A, AE, AI, AY***;
   - long O sound: ***O, OA, OE, OU, EO, AU, EAU***;
   - long E sound: ***E, EE, EA, EI, EY, EO, OE, AE***;
   - AU sound: ***O, OU, AU, AW***.

4. Many consonant sounds can be represented by different consonants and consonant combinations. Here are some examples: ***G*** and ***J***; ***F***, ***PH***, and ***GH***; and this long string in which each choice can be confused with at least one other***: X, Z, S, C, K, QU, CH***, and ***SH***.

EXAMPLE	**EXPLANATION**
xylophone	***X*** has the ***Z*** sound.
Su***s***an	***S*** has ***S*** sound and ***Z*** sound.
cir***c***us	***C*** has ***S*** sound and ***K*** sound.
anti***qu***e	***QU*** has ***K*** sound.
character	***CH*** has ***K*** sound.
charades	***CH*** has ***SH*** sound.

DOUBLE LETTERS

Sometimes a word will have a double letter near the beginning of the word—a combination which makes one sound but which would put the word a long distance from its dictionary location if spelled with a single consonant. Look up the word under both possibilities especially if the word begins with a Latin prefix. The most common problem words begin with the letters ***a***, ***i***, and ***co*** from the Latin prefixes *ad*, *in*, and *com*.

Latin words	**Meaning**	**Combined in Latin**	**English word**
ad + tendere	to + stretch	*attendere*	attend
com + legere	with + gather	*collegere*	college, collection
in + migrare	in + move	*immigrare*	immigrate

SILENT LETTERS

Silent letters in a word can make you look up the word in the wrong place. Some of the common silent letters at the beginning of English word are ***H, W, G,*** and ***K***. Sometimes we have a silent letter—usually ***P***—at the beginning of words borrowed from Greek, like *psychology*.

OTHER METHODS

You need to try other methods if you are not strong at phonics or if you are not correctly pronouncing the word.

1. Look up a word in the dictionary that is likely to use your word in its definition or that may list your word as a synonym or antonym. If you cannot find *wrath*, the *American Heritage Dictionary* lists it as a synonym under *anger*.

2. Look it up under a prefixed form of the same word if you know that it has a specific prefix. The prefixed form will often move the misspelled part of the word past the critical first five letters. If you cannot find *Arctic*, you'll be more likely to find the spelling when you look up *Antarctic*.

3. Look up a synonymous word in a thesaurus. If you cannot find *gnarled*, *Roget's Thesaurus* lists it as a synonym for *rough*.

4. Look up a word in a specialized word list that is limited in scope, like a textbook's glossary or index. If you cannot find terms like *xylem* or *phloem* in the dictionary, you can usually find them in the index or glossary of the biology text.

5. Look up brand and company names in the phone book's yellow pages under the product that or service that the company sells. If you cannot spell the refrigerator name *Frigidaire*, you can look under "Appliances-Major-New"; if you cannot spell the name of an insurance company named *Aetna*, you can look under "Insurance."

6. LAST RESORT: Ask a friend or a relative to spell the word for you.

   CAUTIONS:

   - Do not mention or show your spelling to the person before she or he offers a new spelling. (Seeing or hearing one spelling is often what often blocks our thinking of the right one.)

   - When you receive the person's spelling, look it up in the dictionary. Remember that it is your paper, letter, or report that the spelling appears in and it is your reputation that is at stake—not the other person's.

EXERCISES

Find the correct spelling of the words in the following list. The spellings given in the left column are completely phonetic. Along with each spelling is a hint to its meaning so that you can check to see if the word you found is the one intended. Remember that the schwa (**ə**) represents the indeterminate vowel sound. The accented syllables are underlined. Answers are in your dictionary, not in the back of this text.

SPELLING EXERCISE 1 My Score: _____points

PHONETIC SPELLING	**MEANING DEALS WITH**	**CORRECT SPELLING**
1. RAY <u>SEEM</u>	flowers	_____
2. TOKE	something that can be worn	_____
3. <u>KEY</u> TOG NATH	worm	_____
4. <u>EYE</u> ZING GLASS	something transparent	_____
5. <u>SHAM</u> BRAY	description of clothing	_____

SPELLING EXERCISE 2 My Score: _____points

1. **ə** SIZE	legislative session	_____
2. IM **ə** LATE	sacrifice	_____
3. SICK LID	fish	_____
4. K**ə**N NEYE V**ə**NT	touching	_____
5. KAL SED N EE	rock	_____

SPELLING EXERCISE 3 My Score: _____points

1. SH**ə** ROOT	something that can be lit	_____
2. YOU Z**ə** FRUKT	law	_____
3. AL**ə** NIM	borrowed name	_____
4. **ə**FAY ZHA	not speaking	_____
5. GI NAN DR**ə** MORF	characterized by both sexes	_____

LESSON 2: SPELLING RULES

The dictionary gives us the final word on the spelling of word. However, some helpful rules of spelling can eliminate some trips to the dictionary and can help us when a dictionary is not available--for example, in the middle of an exam. But be careful because almost all spelling rules have exceptions.

There are multitudes of spelling rules, but the most helpful ones are those that deal with adding suffixes to words. Suffixes are the endings added to words that modify their meaning--for example, by turning a noun into an adjective or by turning a verb into a noun.

ADDING SUFFIXES BEGINNING WITH CONSONANTS

When you add a suffix that begins with a consonant, the spelling of the word root seldom changes. This rule is true even when it produces a double consonant at the end of the word--as in the examples of *causally* and *suddenness*.

care + ful = careful
casual + ly = casually
immediate + ly = immediately
manage + ment = management
rest + less = restless
rude + ness = rudeness
safe +ty = safety
sudden + ness = suddenness

EXCEPTIONS: The silent *e* is dropped to form *acknowledgment, argument, awful, judgment, ninth, truly*.

ADDING SUFFIXES BEGINNING WITH VOWELS

CVC (Consonant-Vowel-Consonant) RULE IN WORDS OF ONE SYLLABLE:

When the last three letters of a one-syllable word follow the pattern of *consonant-vowel-consonant* (*CVC*), double the final consonant before adding the suffix beginning with a vowel. This rule does not apply when there are two vowels in a row before the finally consonant (*CVVC*) or when there are two consonants at the end of the word *CVCC*).

***CVC*--double consonant**	***CVVC*--NO double**	***CVCC*--NO double**

bet + ing = betting
flop + ed = flopped
hot +er = hotter

beat + ing = beating
foot +ed = footed
great + er = greater

belt + ing = belting
fold + ed = folded
cold + er + colder

CVC RULE IN WORDS OF MORE THAN ONE SYLLABLE

When you add a suffix that begins with a vowel to a word of more than one syllable, the rule is more complicated. If the **resulting** word has the accent on the last syllable of the root word, then the final consonant is doubled. Otherwise, the root is not changed.

ROOT WORD	**SUFFIX AFTER ACCENTED SYLLABLE**	**SUFFIX AFTER *UN-* ACCENTED SYLLABLE**
confer	conferring	conference
refer	referring	reference
occur	occurrence	
begin	beginning	
benefit		benefited
happen		happening

ADDING SUFFIXES BEGINNING WITH A VOWEL TO ROOT WORDS ENDING WITH A SILENT *E*

In most cases the silent e is dropped before adding a suffix beginning with a vowel.

blue + ish = bluish
debate + able = debatable
dine + ing = dining
force + ible = forcible
give + en = given

guide + ance = guidance
please + ant = pleasant
true + er = truer
use + age = usage

EXCEPTIONS:

- Words ending with a *ge* or *ce* usually keep the silent *e* before *able* and *ous* suffixes: *advantageous*, *changeable, courageous, manageable, outrageous, noticeable*.
- Words ending in *ie* replace the *ie* with y before the suffix *ing*: *dying, lying, tying*.
- *Dyeing* (coloring), *hoeing*, *singeing* (scorching), *tingeing* (coloring).

ADDING SUFFIXES TO ROOT WORDS ENDING WITH Y

When the root word ends with a *y* preceded by a CONSONANT, the *y* is usually changed to *i* before adding suffixes that do not begin with *i.*

busy + ness = business
busy +est = busiest
body + ly = bodily
cry + ed + cried

duty +ful = dutiful
mercy + ful + merciful
pity + able = pitiable
study + ous = studious

EXCEPTIONS: *dryness, dryer* (preferred for a clothes dryer), *slyly, slyness, spryly, spryness.*

When the root word ends with a *y* preceded by a VOWEL, the *y* is usually kept.

annoy + ance = annoyance
buy + er = buyer
destroy + ing = destroying

joy + ful = joyful
joy + ous = joyous
obey + ed = obeyed

EXCEPTIONS: *laid, paid, said, lain, slain, daily*.

EXERCISES

To the words listed below, add the indicated suffixes. Check your answers in your dictionary. Some answers will be listed under the root word. Others will have a separate entry.

SPELLING EXERCISE 4 My Score: _____%

1. plan + ing = _____
2. pat + ed = _____
3. part + ing = _____
4. run + er = _____
5. plant + ed = _____
6. bear + able = _____
7. bag + age = _____
8. sell + ing = _____
9. clan + ish = _____

10. boot + ed = _____

SPELLING EXERCISE 5 My Score: _____%

1. plane + ing = _____
2. forget + able = _____
3. pry + ed = _____
4. defer + ence = _____
5. allay +ed = _____
6. put + ing = _____
7. prefer + ed = _____
8. love + ing = _____
9. defer + ing = _____
10. play + ful = _____

SPELLING EXERCISE 6 My Score: _____%

1. forgive + able = _____
2. danger + ous = _____
3. prefer + ence = _____
4. play + er = _____
5. ply + ing = _____
6. hope + ful = _____
7. deter +ent= _____
8. sand + er = _____
9. desire + ous = _____
10. force + ible = _____

SPELLING EXERCISE 7 My Score: _____%

1. begin + er = _____
2. bale + ful = _____
3. toy + ing = _____
4. gore + y = _____
5. relay + ing = _____
6. precede + ent = _____
7. hardy + ness = _____
8. entrap + ed = _____
9. judge + ing = _____
10. buoy + ant = _____

SPELLING EXERCISE 8 My Score: _____%

1. peace + able = _____
2. begot + en = _____
3. prevent + able = _____
4. merry + ment = _____
5. purple + ish = _____
6. repair + able = _____

7. repay + ment =
_____

8. gory +ness =
_____

9. service + able =
_____

10. defer + ing
= _____

LESSON 3: COMMON MISSPELLINGS AND EASILY CONFUSED WORDS

COMMON MISSPELLINGS

Because we make analogies between spelling patterns or do not clearly pronounce words, we are tempted to spell words in unacceptable ways. Some of the most common misspellings are the following ones:

WRONG SPELLING!	**CORRECT SPELLING**
ALOT	***A L***OT (Two words)
ALRIGHT	***ALL R***IGHT (Two words)
ANYWAYS	ANYWAY (No ***S***)
ANYWHERES	ANYWHERE (No ***S***)
NOWHERES	NOWHERE (No ***S***)
SOMEWHERES	SOMEWHERE (No ***S***)
HISSELF	***HIM***SELF
THEIRSELVES	***THEM***SELVES
OF in the following phrases: COULD OF, MIGHT OF, MUST OF, SHOULD OF, WOULD OF	***HAVE*** (OR ***'VE***) COULD ***HAVE*** (COULD ***'VE***), MIGHT ***HAVE*** (MIGHT ***'VE***), MUST ***HAVE*** (MUST ***'VE***) SHOULD ***HAVE*** (SHOULD ***'VE***) , WOULD ***HAVE*** (WOULD ***'VE***)
SUPPOSE TO	SUPPOSE***D*** TO
USE TO	USE***D*** TO

EASILY CONFUSED WORDS

These words are not the only ones that create problems for us. Another problem is caused by pairs or triplets of words that have similar sounds or appearances but have very different meanings. Here is one half of a list of such words. The other half will appear in Lesson 4.

ACCEPT, EXCEPT

ACCEPT: (**VERB**) willingly receive

I *accept* responsibility for the library fines.

EXCEPT: (**PREPOSITION**) excluding

Everyone *except* Bill had paid his or her library fines.

ADVICE, ADVISE

ADVICE: (**NOUN**) helpful information

Maria appreciated Jose's *advice* about math.

ADVISE: (**VERB**) give advice to

Maria's parents *advise* her on her choice of classes.

AFFECT, EFFECT

AFFECT: (**VERB**) change, influence

The recent storm did *affect* the college's class schedule.

EFFECT: (most often a **NOUN**) the result; (**VERB**), make, cause, produce

The *effect* of the recent storm on the gym was devastating.

The college was able to *effect* some temporary repairs.

ALREADY, ALL READY

ALL READY: totally ready. If your sentence makes sense without the *all* part of *all ready*, spell it as two separate words.

He was *all ready* for the exam.

It make sense here to say,

He was *ready* for the exam.

ALREADY: At this (early) time

He had *already* been studying for hours.

Here leaving out the *al* doesn't make sense

He had *ready* been studying for hours.

ANYMORE, ANY MORE

Both these terms are normally used with a negative word--*not*, *never*, *hardly*, etc.)

ANYMORE: now, then

I am not working *anymore*.

ANY MORE: an additional amount

I am not working *any more* than I did last year.

ANYONE, ANY ONE (also EVERYONE, EVERY ONE)

When you are referring to members of a specific group, you use two separate words.
ANY ONE: any individual (person or thing) in a specific group
EVERY ONE: every individual (person or thing) in a specific group

Any one of these books can explain algebra for you.
Every one of the books covers basic algebra.

Combined as one word, these terms always refer to people.
ANYONE: any person at all
EVERYONE: every person

Does *anyone* understand algebra?
Does *everyone* need to take algebra?

ARE, OUR

ARE: the plural present form of the verb *be*

Here we *are*!

OUR: belonging to us

Can you help us with *our* homework?

BRAKE, BREAK

BRAKE: (**VERB**) stop, slow; (**NOUN**) a device to stop or slow

My car's parking *brake* needs to be repaired.

BREAK: (**VERB**) destroy, snap into pieces, be destroyed, snapped; (**NOUN**) act of breaking; pause or interruption

The headlight can *break* if a rock hits it.
He looked forward to his lunch *break*..

BREATH, BREATHE

BREATH: (**NOUN**) air inhaled and exhaled at one time

Leroy took a deep *breath* before he dived off the board.

BREATHE: (**VERB**) inhale and exhale

Leroy could *breathe* again after he surfaced.

CAPITAL, CAPITOL

CAPITOL: (**NOUN** only, very restricted meaning) central government building in which a legislative body meets

We visited the *capitol* in Washington, D. C.

CAPITAL, all other meanings: (**ADJECTIVE**) large; (**NOUN**) city where a government is located; wealth, money

Use a *capital* letter to begin a person's name.

Washington, D. C., is the *capital* of the United States.

She raised enough *capital* to go into business for herself.

CHOOSE, CHOSE

CHOOSE: (**PRESENT VERB FORM**) select

Students can *choose* three of the five social sciences.

CHOSE: (**PAST VERB FORM**) selected

Last quarter Caitlin *chose* economics as one of her social science classes.

CITE, SIGHT, SITE

CITE: (**VERB**) refer to or commend

He planned to cite the degree provisions in the catalog.

The college will cite Michael for his academic achievements.

SIGHT: (**NOUN**) vision, view, appearance

The driver's *sight* was restricted by the bus ahead of him.

SITE: (**NOUN**) location

This is the *site* of the new library.

CLOSE, CLOTHES, CLOTHS

CLOSE: opposite of *open*

We *close* our doors at nine p.m.

CLOTHES: pieces of clothing

Our *clothes* were too heavy for the hot weather.

CLOTHS: pieces of cloth

Martha used three *cloths* to wipe up the mess.

COARSE, COURSE

COARSE: in large pieces, opposite of *fine*

Use *coarse* sandpaper to take off the heavy paint.

COURSE: track or usual pattern

Of *course*, you can stay with us for the weekend.

COMPLEMENT, COMPLIMENT

COMPL***E***MENT: (**NOUN**) something that compl***E***tes another thing; (**VERB**) goes (well) with something else

A 40-degree angle is the *complement* to a 50-degree angle.

Her experience and training *complement* her husband's creativity.

COMPL***I***MENT: (**VERB**) make a positive comment; (**NOUN**) the comment itself (The message is "***I*** l***I***ke ***I***t.")

She paid me a generous *compliment*.

COUNCIL, COUNCILOR; COUNSEL, COUNSELOR; CONSUL

COUNCIL: a governing or advisory group

She served on the student *council.*

COUNCILOR: member of a council

So we addressed her as "Madam *Councilor*."

COUNSEL: advice, lawyer(s)

We appreciated her wise *counsel*.

COUNSELOR: advisor, a legal advisor or lawyer

My *counselor* helped me overcome my study difficulties.

CONSUL: a government's representative in another country

The U. S. *counsel* in Frankfort helped us get a new passport.

DECENT, DESCENT

DECENT: (**ADJECTIVE**) upright, acceptable

He appeared to be a very *decent* young man.

DESCENT: (**NOUN**) a movement downward, ancestral origin

The *descent* from the mountain was quicker than the climb.

DESERT, DESSERT

DESERT: (**NOUN**) empty space; (**VERB**) abandon

Nomads regularly cross this *desert*.

I didn't mean to *desert* you at school yesterday.

DESSERT: treat after meals

There were pie, cake, and ice cream for *dessert*.

DO, DUE

DO: (**VERB**) carry out (an action)

They *do* their homework together.

DUE: (**ADJECTIVE**) owed, expected, appropriate

The first assignment was *due* on January 10.

ENSURE, INSURE

ENSURE: make certain

We want to *ensure* that every student has the right book.

INSURE: indemnify; arrange payment for a loss

We *insure* our shipments against loss and damage.

ENVELOP, ENVELOPE

ENVELOP: (**VERB**) enclose, surround

The fog on our campus can *envelop* whole buildings.

ENVELOPE: (**NOUN**) something that encloses a letter or other document

My grades arrived in a cream-colored *envelope*.

EVERYONE, EVERY ONE

See ANYONE, ANY ONE.

FARTHER, FURTHER

FARTHER: to or at a greater distance

Today he ran *farther* that he did last week.

FURTHER: to an additional degree, time, quantity

He has *further* developed his endurance.

HEAR, HERE

HEAR: (**VERB**) sense something audible

I can *hear* the professor clearly because I sit in the front row.

HERE: (**ADVERB**) at this location

That's why I prefer sitting *here* in the front row.

HOLE, WHOLE

HOLE: (**NOUN**) cavity or opening

We found a *hole* in the lab's gas line.

WHOLE: (**ADJECTIVE**) entire; (**NOUN**) an entire thing

The problem ended the *whole* lab project.

EXERCISES

For the following exercises choose the correct word from the pairs listed between parentheses. The words include both the easily confused words and the common misspellings. Check your answers against the answers in the back of the book. (The spelling of words in quotations should be corrected, even if the misspelling could indicate a mispronunciation.)

SPELLING EXERCISE 9 My Score: _____%

1. One (*hole, whole*) week of her first semester had (*all ready, already*) gone by, and Tonya was still struggling to come to grips with her four (*coarses, courses*).
2. (*Every one, Everyone*) had told her that it would be hard to adjust to college, but she had not taken their (*advice, advise*) seriously.
3. Her brother, who worked as a high school (*counselor, councilor*) told her, " I (*advice, advise*) you to take it easy the first semester."
4. "(*Any one, Anyone*) could have difficulty in the first year of college," he said, "because all the mental strain can really (*affect, effect*) your energy level."
5. He had told her that she should (*choose, chose*) just a couple of easy classes, but in the end she (*choose, chose*) four relatively difficult ones.
6. She had homework (*do, due*) on Monday in (*every one, everyone*) of her classes (*accept, except*) psychology.
7. The workload was hard to (*accept, except*) even though college was the (*coarse, course*) that she (*choose, chose*).
8. She didn't know whether she could keep going (*any more, anymore*); she felt as though she didn't have time to (*breath, breathe*).
9. If she had (*any more, anymore*) homework, the (*affect, effect*) on her would be devastating.
10. Finally she had her math homework (*all ready, already*) for Monday's class, but she still had (*a lot, alot*) of homework to (*do, due*).

SPELLING EXERCISE 10 My Score: _____%

1. She felt as though a cloud of depression was about to (*envelop, envelope*) her, as though she couldn't make any (*farther, further*) progress right now.
2. She couldn't start (*any more, anymore*) homework until she stopped to get a (*breath, breathe*) of fresh air.
3. So she thought it would be (*all right, alright*) to (*desert, dessert*) her studies for a minute and step outside for a short (*brake, break*).

4. She walked out onto the library plaza--a concrete slab covered with (*coarse, course*) pebbles--and then walked round the construction (*cite, sight, site*) for new addition to the library.
5. She walked carefully so that she wouldn't (*brake, break*) a leg from falling into one of the huge (*holes, wholes*) in the ground.
6. When she got (*farther, further*) away from the library and caught (*cite, sight, site*) of the cafeteria, she (*choose, chose*) to get a snack--chips or some kind of (*desert, dessert*).
7. In the cafeteria she didn't see (*any one, anyone*) she knew (*accept, except*) for Devon.
8. Devon was very visible because of his brightly colored (*close, clothes, cloths*), and it looked as though he had (*already, all ready*) gotten some food.
9. In a hurry to meet Devon, she (*choose, chose*) the first (*desert, dessert*) she saw because she thought (*any one, anyone*) of them would give her an energy boost.
10. She called to Devon as he was about the (*close, clothes, cloths*) a text book, but he was concentrating so much that he didn't (*hear, here*) her.

SPELLING EXERCISE 11 My Score: _____%

1. He seemed to be talking to (*himself, hisself*); she guessed that he must (*have, of*) been memorizing something for a class.
2. As she walked a little (*farther, further*) toward him, he lifted his head and looked around the (*hole, whole*) cafeteria.
3. "I have to (*complement, compliment*) you on your (*close, clothes, cloths*), " Tonya joked.
4. "Those wild colors (*are, our*) really a (*cite, sight, site*).
5. "But almost (*every one, everyone*) of the colors (*complements, compliments*) the others.
6. "What (*are, our*) you doing (*hear, here*) so late on Friday?" she asked Devon.
7. "Oh," he responded, "I'm just been studying for economics--Marx's opinions about the distribution of (*capital, capitol*)--but I just stopped for something to eat, even though you can't seem to get any (*decent, descent*) food here.
8. "But eating (*hear, here*) seems to (*ensure, insure*) a good social life; I seem to run into (*every one, everyone*) I know in the cafeteria."
9. Then Devon handed Tonya a letter that he pulled from a cream colored (*envelop, envelope*) that had a picture of the state's (*capital, capitol*) building on it.
10. He said, "I may take a (*brake, break*) from school because I've been offered a job in Jacksonville, the state (*capital, capitol*)."

SPELLING EXERCISE 12 My Score: _____%

1. "I'd be working for (*are, our*) senator in the (*capital, capitol*) building.
2. "I think I'd like the work because I liked the excitement when I (*use, used*) to work as an intern for (*are, our*) city (*council, counsel, consul*).
3. "My college (*councilor, counselor*) said that he would (*advice, advise*) me to finish my degree first.
4. "But this is the first (*decent, descent*) job offer I've received; I don't think I can postpone going to work (*any more, anymore*)."
5. When Devon stopped to take a (*breath, breathe*), Tonya cut in, "But if you (*accept, except*) this position, what will happen to your plans to (*council, counsel, consul*) young children of African (*decent, descent*).
6. And what about your dream of joining the foreign service and becoming a U. S. (*council, counsel, consul*) in Africa."
7. Devon replied, "I know that I'm (*suppose, supposed*) to graduate in just a year and a half and that taking a job now will really put the (*brakes, breaks*) on my graduation plans.
8. "I just can't take (*anymore, any more*) of this studying; (*every one, everyone*) of my instructors thinks that his (*coarse, course*) is the only one I'm taking.
9. "And my job doesn't pay well enough to (*ensure, insure*) that I can afford food, rent, and books, and next month I need to make the annual payment to (*ensure, insure*) my car.
10. "I could (*cite, sight, site*) many reasons to quit school now; they seem so much stronger than any (*advice, advise*) I get from my friends and family."

SPELLING EXERCISE 13 My Score: _____%

1. "I just feel that I could (*breath, breathe*) more freely if I followed my own (*council, counsel, consul*)."
2. Tonya sympathized, "(*Every one, Everyone*) has tough choices to make, of (*coarse, course*), so you'll have to (*do, due*) what you think is best.
3. "I can understand the feelings you (*cite, sight, site*) because I'm not sure that I am (*already, all ready*) for four years of college work.
4. Just then Devon caught (*cite, sight, site*) of his cousin Farah, and, as he raised his hand to wave, he spilled his coffee over the (*hole, whole*) table, including his letter and its (*envelop, envelope*).
5. Some of the coffee ran through a (*hole, whole*) in the table and dripped on their (*close, clothes, cloths*).
6. Devon yelped, "Does (*any one, anyone*) have something to clean up this mess before it runs any (*farther, further*)?

7. Luckily a cafeteria worker was nearby, but he needed several (*close, clothes, cloths*) to wipe up the (*hole, whole*) mess.
8. "I should (*of, have*) been more careful," said Devon; "I soaked just about everything (*accept, except*) my books."
9. Tonya consoled, "The coffee probably won't stain our (*close, clothes, close*) because they (*are, our*) washable.
10. "But it's a shame that you stained the letter with the job offer; of (*coarse, course*) you don't need the (*envelop, envelope*).

LESSON 4: MORE EASILY CONFUSED WORDS

ITS, IT'S

ITS: (**PRONOUN**) belonging to it (Also see Chapter 16.)

The college will expand *its* library next year.

IT'S: (**PRONOUN** and **VERB**) it is, it has

It's going to twice the present size.

KNEW, NEW

KNEW: (**VERB**) past of know

We *knew* of the college's plans last month.

NEW: (ADJECTIVE)

The *new* addition was not a surprise to us.

KNOW, NO

KNOW: (**VERB**) understand, be aware of

The librarians *know* all about the plans for the expansion.

NO: negative

There was *no* more room in the present library.

LEAD, LED

LEAD: (**PRESENT VERB**-- pronounced *leed*) conduct; (**NOUN, ADJECTIVE**) a heavy metal

They *lead* the class in exam scores.

We identified *lead* in the chemistry lab sample.

LED: (**PAST VERB**--rhymes with *red*) past form of lead

Last week she *led* the chemistry class in lab scores.

LOOSE, LOSE

LOOSE: (**ADJECTIVE**) opposite of *tight*

A World War II slogan was, "*Loose* lips sink ships."

LOSE: (**VERB**) opposite of *win* or *find*

It is easy to *lose* your place in the chemistry lab manual.

MAYBE, MAY BE

MAYBE: (**ADVERB**) possibly (Can be replaced by *possibly*.)

Maybe you would do better if you studied at school.

MAY BE: (**VERB**) to be possibly (Can't be replaced by *possibly* with out *be*.)

There *may be* too many distractions at home.

OF, OFF

OF: belonging to

The presence *of* mercury signaled the sample's contamination.

OFF: opposite of *on*, down from

The gas was turned *off*.

The sample had once fallen *off* the table.

PASSED, PAST

PASSED: (**VERB**) past tense of pass

He *passed* every exam with better than a *C*.

PAST: (**NOUN**) the previous time(s); (**ADJECTIVE**) belonging to previous times; (**PREPOSITION**) (moving) by

We can often learn from the *past*.

They strolled *past* the student union.

PEACE, PIECE

PEACE: contentment, lack of war

Hectic college schedules make it hard to find *peace* of mind.

PIECE: a portion or part

He found a *piece* of pottery in the archeological dig.

PERSONAL, PERSONNEL

PERSONAL: (**ADJECTIVE**) belonging to an individual, private

Sometimes the choice of a college is determined by *personal* preferences.

PERSONNEL: (**NOUN**) people who work for an organization; (**ADJECTIVE**) related to those people

The college's *personnel* department helps students find jobs on campus.

PRECEDE, PROCEED

PRECEDE: (**TRANSITIVE VERB--**used with a direct object) go before (something)

The first day of classes will *proceed* Labor Day.

PROCEED: (**INTRANSITIVE VERB--**used with**out** a direct object) go before) go ahead

The college will *proceed* with its building plans.

PRESENCE, PRESENTS

PRESENCE: being in a certain place

We expected the *presence* of all the student senators.

PRESENTS: gifts

We had *presents* for all who had completed their terms.

PRINCIPAL, PRINCIPLE

PRINCIPAL: (**NOUN**) head teacher, sum of money; (**ADJECTIVE**) main (person or thing)

The *principal* took over the class for the absent teacher.

With *principal* and interest, the payment is $600.

The *principal* ingredient of our bodies is water.

PRINCIPLE: (**NOUN**) rule, standard, basic idea

He always said that it wasn't the money; it was the *principle*.

QUIET, QUITE, QUIT

QUIET: (**ADJECTIVE**) opposite of *noisy*

The library is usually a *quiet* place to study.

QUITE: (**ADVERB**) very

My house is often *quite* noisy.

QUIT: (**VERB**) stop, resign

I *quit* studying at home last month.

RIGHT, WRITE

RIGHT: (**ADJECTIVE**) correct, opposite of *left*; (**NOUN**) entitlement, side opposite the left side; (**VERB**) correct

The answer is *right*.

In Japan cars' steering wheels are on the *right* side.

You have the *right* to know that.

We cannot wait for others to *right* the world's wrongs.

WRITE: (**VERB**) put words on paper

I can *write* a paper more quickly with a computer than I can by hand.

ROLE, ROLL

ROLE: (only **NOUN**) part, function, job

The instructor's *role* is often just to lead a student to discovery.

ROLL: (**VERB**) turn over, move; (**NOUN**) movement over, coil (of paper etc.) list, bread

Footballs don't *roll* very uniformly.

Last quarter she made the honor *roll*.

STAKE, STEAK

STEAK: a cut of meat

They celebrated her good grades with a dinner of *steak* and potatoes.

STAKE: peg, amount wagered

This tent *stake* is made of lightweight metal.

She studied hard for her exams because her 4.0 average was at *stake*.

STATIONARY, STATIONERY

STATIONARY: (**ADJECTIVE**) fixed in place or condition

Motors have two main parts, one moving and the other *stationary*.

STATIONERY: (**NOUN**) writing materials

When she left for college, her friend gave her a box of *stationery*.

THEIR, THERE, THEY'RE

THEIR (**PRONOUN**) belonging to them

The students completed *their* exams.

THERE (**ADVERB**) at that location

There were thirty exams on the table.

THEY'RE (**PRONOUN** and **VERB**) they are (Also see Chapter 16.)

They're concerned about the test results.

THAN, THEN

THAN: (**CLAUSE SIGNAL**) signals comparison of two ideas

He did better on the first psychology test *than* I did.

THEN: (**ADVERB**) at that time

Then I did better on the second one.

THREW, THROUGH, THOROUGH

THREW: (**VERB**) past of throw

She *threw* the basketball toward the hoop.

THROUGH: (**PREPOSITION**) into and out of

He made it *through* the year with a 4.0 grade average.

THOROUGH: (**ADJECTIVE**) complete

The college will do a *thorough* renovation of the library.

TO, TOO, TWO

TO: (**PREPOSITION**) toward; (**SIGN OF THE INFINITIVE**)

We went *to* the library to study.

We like *to* study there.

TOO: (**ADVERB**) excessively, in addition

Our house is just *too* noisy to study there.

My brothers are very distracting *too*.

TWO: (**NOUN** or **ADJECTIVE**) one more than one

The library has *two* quiet study areas.

WEAK, WEEK

WEAK: (**ADJECTIVE**) opposite of *strong*

The electronic signal from the device was too *weak* to register.

WEEK: (**NOUN**) seven days

I had three exams last *week*.

WEATHER, WHETHER

WEATHER: (**NOUN**) conditions in the atmosphere

It is difficult to study when the *weather* is so sunny and hot.

WHETHER: (**CLAUSE SIGNAL**) signals something to be determined

He couldn't decide *whether* to attend college with his brother.

WEAR, WHERE, WERE

WEAR: (**VERB**) to have on (clothing or something else), erode, tire

My instructors always *wear* a smile.

The long hours of study *wear* me down.

WERE: (**VERB**) past plural of *be*

Some of us *were* worried about our grades.

WHERE: (**ADVERB** and **CLAUSE SIGNAL**) signals location of an action

Where should I study?

He was thinking about *where* he should study.

WHO'S, WHOSE

WHO'S: (**PRONOUN** and **VERB**) who is, who has (Also see Chapter 16.)

The student council wants to know *who's* interested in running for office next year.

WHOSE: (**PRONOUN OR CLAUSE SIGNAL**) signals ownership

Whose book is this?

The student *whose* book was left in the classroom claimed it yesterday.

YOUR, YOU'RE

YOUR: (**PRONOUN**) belonging to you

Your test grades look higher than mine do.

YOU'RE: (**PRONOUN** and **VERB**) you are (Also see Chapter 16.)

You're probably going to get a higher grade in the course.

EXERCISES

For the following exercises choose the correct word from the pairs listed between parentheses. The words include both the easily confused words and the common misspellings. Check your answers against the answers in the back of the book. (The spelling of words in quotations should be corrected, even if the misspelling could indicate a mispronunciation.)

SPELLING EXERCISE 14 My Score: _____%

1. As they were cleaning up the spilled coffee, Farah was walking (*threw, through, thorough*) the cafeteria and (*passed, past*) by the (*to, too, two*) of them as though he wasn't aware of their (*presence, presents*).
2. But Devon didn't take it as a (*personal, personnel*) affront because he (*knew, new*) that Farah was probably just (*to, too, two*) preoccupied.
3. He finally yelled (*to, too, two*) Farah, "(*Wear, Where, Were*) do you think (*your, you're*) going?"
4. Farah looked up as though he didn't (*know, no*) (*weather, whether*) the words were directed to him.
5. He just stood (*stationary, stationery*) for a few seconds, looking as though he were at (*loose, lose*) ends until he realized that he had just walked (*right, write*) (*passed, past*) his cousin.
6. Tonya stopped eating her (*piece, peace*) of pie, ran over to (*wear, where, were*) Farah was standing, and (*lead, led*) him back to (*their, there, they're*) table.
7. She told Farah, "We (*wear, where, were*) wondering (*weather, whether*) you are a bit under the (*weather, whether*)."
8. He thought for minute as he picked up his sandwich--a (*peace, piece*) of (*stake, steak*) on a French (*roll, role*).
9. (*Than, Then*) Farah responded, "(*Know, No*), I don't think so; sometimes people say I (*wear, where, were*) a strange look on my face."
10. "You look (*quiet, quit, quite*) preoccupied today," said Devon; "(*may be, maybe*) you have been studying (*to, too, two*) hard lately."

SPELLING EXERCISE 15 My Score: _____%

1. "Oh, you (*threw, through, thorough*) me for a loop," responded Farah, "I had (*know, no*) idea (*who's, whose*) voice I heard or (*wear, where, were*) it was coming from."
2. He fell (*quiet, quit, quite*) for a moment, but (*than, then*) added, "I was worrying about a tough class--(*Principals, Principles*) of Economics.
3. "It's more difficult (*then, than*) I thought it would be; I don't know how to (*precede, proceed*).
4. "Even after just one (*weak, week*) I can see that the (*principal, principle*) problems will be the confusing concepts and (*to, too, two*) much math.
5. The concepts are a problem because (*their, there, they're*) contrary to everything I (*knew, new*) about economics.

6. "I probably should (*have, of*) been aware of the (*roll, role*) of math in economics, but I don't think anybody would know about all the concepts (*your, you're*) (*suppose supposed*) to understand.
7. "It's hard to make the (*right, write*) choice without a (*threw, through, thorough*) knowledge of what the class requires.
8. "I don't (*know, no*) (*weather, whether*) to (*quiet, quit, quite*) economics now.
9. "If I just (*knew, new*) what (*to, too, two*) (*do, due*), I'd have some (*peace, piece*) of mind.
10. "There is (*to, too, two*) much at (*stake, steak*).

SPELLING EXERCISE 16 My Score: _____%

1. "If I drop the class now, I'll have only (*to, too, two*) courses left.
2. "I might as well (*right, write*) (*of, off*) the semester because I'll have to retake the math that the college says should (*precede, proceed*) economics.
3. "And I (*use, used*) (*to, too, two*) be so good at math in the (*passed, past*).
4. "(*May be, Maybe*) I'm just a bit rusty and need to find someone (*who's, whose*) able to tutor me on the math."
5. Devon responded, "That (*may be, maybe*) (*right, write*); I've had experiences in economics just like (*your, you're*) experience.
6. "I (*know, no*) that I (*use, used*) (*to, too, two*) be pretty good at math (*to, too, two*).
7. "But now I have a hard time thinking (*threw, through, thorough*) problems if (*their, there, they're*) difficult."
8. Tonya added, "I never had a (*threw, through, thorough*) understanding (*of, off*) algebra in high school, so I would probably have (*a lot, alot*) of difficulty with the math in economics.
9. "It's frightening (*to, too, two*) (*lose, loose*) the knowledge that we (*use, used*) to have.
10. "Do you think that our brains are (*to, too, two*) (*weak, week*) (*to, too, two*) hold everything?

SPELLING EXERCISE 17 My Score: _____%

1. "Someday (*maybe, may be*) what we (*know, no*) now will fly (*of, off*) with all of our (*passed, past*) math skills."
2. "Don't scare me with (*your, you're*) (*personal, personnel*) nightmares," whined Farah; "just tell me the name of someone (*who's, whose*) skills in math are really good.
3. "If I can get the (*right, write*) tutor, (*may be, maybe*) he can (*lead, led*) me through the more difficult parts (*of, off*) the math.
4. "(*Their, There, They're*) is a list of recommended tutors at the college's (*personal, personnel*) office," said Devon.

5. "Most of them have been on the honor (*role, roll*), and all of them have (*passed, past*) their classes with *A*s in order (*to, too, two*) qualify as tutors for a specific class.
6. "On second thought, I don't (*know, no*) (*weather, whether*) I can accept help from another student," said Farah.
7. "It's something (*knew, new*) to me, and it seems (*quiet, quit, quite*) strange to go to a student for help."
8. "It's hard," said Tonya, "since we're so (*use, used*) to the (*principal, principle*) that the instructors should have the (*principal, principle*) (*roll, role*) of teaching us.
9. Farah continued, "Well, (*may be, maybe*) I could entrust myself to another student (*who's, whose*) really good in math.
10. "I guess if I can get (*passed, past*) this problem, things will (*precede, proceed*) more smoothly for me.

SPELLING EXERCISE 18 My Score: _____%

1. "But by now I bet (*your, you're*) tired (*of, off*) talking about my problems and would like to talk about something (*knew, new*).
2. "(*Who's, whose*) ready for a change of topic, or do you want to (*lead, led*) the conversation back to something old?" Farah asked.
3. "Before I so rudely walked (*right, write*) (*passed, past*) you, (*wear, where, were*) you talking about something exciting, like the (*weather, whether*)?"
4. "(*Know, No*), not the (*weather, whether*)," answered Tonya, "we (*wear, where, were*) just talking about how we are (*loosing, losing*) our enthusiasm for college because all the work seems to (*wear, where, were*) us down.
5. "We (*wear, where, were*) just complaining about not being able to find a minute or (*to, too, two*) to salvage a little of our (*peace, piece*) of mind."
6. "Yeah," added Devon, "we have (*to, too, two*) many papers (*to, too, two*) (*right, write*) and (*to, too, two*) many books (*to, too, two*) read; it seems as if we have (*to, too, two*) (*weaks', weeks'*) work for every (*weak, week*) of school.
7. Tonya suggested, "(*May be, Maybe*) things would (*role, roll*) along (*all right, alright*) if we could just concentrate on one (*peace, piece*) of work at a time."
8. "That seems (*to, too, two*) be a good idea," said Farah; "I (*know, no*) I have (*quiet, quit, quite*) a bit more hope (*than, then*) I did when I came in, thanks to your little present--no, two (*presence, presents*).
9. "I don't (*know, no*) what we gave you; what (*presence, presents*) are you talking about?" asked Tonya.
10. Farah answered, "The information about the tutors was a (*peace, piece*) of good news, and the knowledge that we all have

similar problems struggling with college chores is reassuring and improves my (*personal, personnel*) (*peace, piece*) of mind.

LESSON 5: OTHER RESOURCES OF THE DICTIONARY

A good dictionary will not only tell you the accepted spellings of words; it will also provide information on many other aspects of words. However not all dictionaries provide all the information discussed below. Abridged dictionaries leave out much of the information just to shorten the dictionary, and some longer dictionaries have omitted some of the information for other reasons. Some of the widely accepted dictionaries for college work are the following **college-level, hard-cover, desk-sized dictionaries**:

The American Heritage Dictionary of the English Language
New World Dictionary of the American Language
Merriam-Webster's Collegiate Dictionary
The Random House College Dictionary

SPELLING ALTERNATIVES, PLURALS AND OTHER FORMS, CAPITALS, AND HYPHENS

The dictionary gives alternative spellings, the plural forms of nouns, different verb forms, comparative and superlative forms of adjectives. In addition, it tells us in what uses words are normally capitalized. Also, it lists many terms made of two or more words and shows when they should be written as one word, written as two words connected by a hyphen, or written as two entirely separate words.

After working to memorize **the** correct spelling of word, we are often dismayed to realize that some words have two or more acceptable spellings. Dictionaries have alternative spellings of many words. If the dictionary connects two spellings with *or*, both are acceptable. If the second spelling is preceded by *also*, the first spelling is preferred. In that case you should use the first spelling unless you have a special reason to use the second spelling.

The dictionary also lists more altered forms (inflected forms) of simple words. If the form and meaning of the inflected forms are very close to that of that of the simple form, they are usually listed along with the simple form of the word. Some forms (like the plurals of nouns and the main parts of verbs) are listed at the beginning of the definitions. Forms that that different functions (like the noun form of an adjective) may be at the end of the definitions. If the spelling of the inflected form is quite different from the simple form, it is given its own listings in the dictionary--sometimes with just a reference to the simple form.

EXERCISES

The answers to the dictionary exercises are in the dictionaries. Not all dictionaries will provide the same answers, and some dictionaries, particularly the abridged ones (for example, the paperback ones), may not provide answers to many of the questions.

DICTIONARY EXERCISE 1 My Score: _____points

Which of the following words have two acceptable spellings? If there is a second spelling, indicate whether it is preceded by *also* or *or*. Since some of the forms are inflected (formed from simpler word forms), you may have to look through the complete listing under the simpler form.

FIRST SPELLING	SECOND SPELLING?	FIRST SPELLING	SECOND SPELLING?
1. judgment	_____	6. dryer	_____
2. traveled	_____	7. dryness	_____
3. octopuses	_____	8. gable	_____
4. slyly	_____	9. gaiety	_____
5. domestic	_____	10. buses	_____

DICTIONARY EXERCISE 2 My Score: _____points

For each of the following words, indicate the separate meanings and whether the word is capitalized or not when used for that specific meaning. If the capitalization is not clearly indicated, the usage is not consistent, and the writer has to make a choice.

WORD	MEANINGS	CAPITAL OR NOT OR CHOICE?
1. catholic	A. _____	A. _____
	B. _____	B. _____
	C. _____	C. _____
2. orient	A. _____	A. _____
	B. _____	B. _____
	C. _____	C. _____
3. rayon	A. _____	A. _____
	B. _____	B. _____
	C. _____	C. _____

4. orlon	A.	_____	A.	_____
	B.	_____	B.	_____
	C.	_____	C.	_____
5. federal	A.	_____	A.	_____
	B.	_____	B.	_____
	C.	_____	C.	_____

DICTIONARY EXERCISE 3 My Score: _____points

Here are several combinations of words that all begin with *dog*. Write down how your dictionary lists the correct form of the combined words.

BASE WORDS	**COMBINED**	**BASE WORDS**	**COMBINED**
1. dog + cart =	_____	6. dog + house =	_____
2. dog + collar =	_____	7. dog + sled =	_____
3. dog + ear =	_____	8. dog + tag =	_____
4. dog + fish =	_____	9. dog + tired =	_____
5. dog + days =	_____	10. =	_____

PRONUNCIATION

Since there are many ways of indicating pronunciation, almost every dictionary provides its own set of phonetic symbols for indicating pronunciation. Therefore, you have to find and learn to use the pronunciation key in your dictionary. Two important elements of the pronunciation are the symbols used for individual sounds and the marks used for accents--the stressed syllables. The keys to the symbols for sounds are often listed inside the cover or just before the beginning of the main word list. Many good dictionaries also provide an abbreviated guide at the bottoms of the pages. The explanation for the accent marks, however, is often harder to find. It is usually found in the introductory matter that explains how to use the dictionary.

DICTIONARY EXERCISE 4 My Score: _____points

Look up the following words, write out your dictionary's phonetic spelling of the words, and be prepared to pronounce them correctly in class.

WORD	PHONETIC SPELLING
1. geotropism	1. _____
2. Arctic	2. _____
3. Philistinism	3. _____
4. faux pas	4. _____
5. halcyon	5. _____
6. epitome	6. _____
7. Weltschmerz	7. _____
8. hepatic	8. _____
9. couloir	9. _____
10. harbinger	10. _____

USAGE

Good dictionaries give us several pieces of information that help us use words correctly. The main ones they provide are word functions (parts of speech), inflected forms, usage labels, examples of usage, and usage notes.

PARTS OF SPEECH OR WORD FUNCTIONS

A major example of the help a dictionary can provide comes from the listing for the word *like*. Looking at this word in the dictionary, you can see that it has almost as many functions as there are in the language. Most dictionaries will actually give two separate listings--one for the word that has to do with similarity and another for the word that has to do with preference. This word can be used as a verb, a noun, a preposition, an adjective, and informally as an adverb and conjunction (clause signal).

A second major example of the help a dictionary can provide comes under the listings of two verbs *lay* and *lie* (recline, not tell an untruth). If you look up these words, they will both be listed as verbs. *Lie* is listed as an intransitive verb (one that has no direct object) and, for most meanings, *lay* is listed as a transitive verb. Most dictionaries use the abbreviations *i.*, *in.*, or *intr*. for the intransitive verbs and *tr*. or *trans*. for the intransitive ones. When you apply this information to the two words *lay* and *lie*, you know that when you use *lay* or one of its other main forms, *laid* or *laying*, you need to use a direct object. The following examples show the correct and incorrect uses of *lay* and *lie*.

SENTENCE	EXPLANATION

CORRECT	They *were laying* their towels on the sandy beach.	The transitive verb, *were laying*, has a direct object, *towels*.
WRONG!	They *were laying* on the beach when I arrived.	The transitive verb, *were laying*, has no direct object.
CORRECTED	They *were lying* on the beach when I arrived.	The verb, *were lying*, requires no direct object because it is intransitive.

EXERCISE

DICTIONARY EXERCISE 5 My Score: _____points

Which of the following words are usually used correctly with a direct object and which without a direct object?

WORD	DIRECT OBJECT OR NOT?	WORD	DIRECT OBJECT OR NOT?
1. raise	_____	3. sit	_____
2. rise	_____	4. set	_____

USAGE LABELS

Not all dictionaries include all the information about usage that they could. Paperback dictionaries often leave out some helpful information, like usage labels. Also, some major dictionaries have eliminated or reduced the number of usage labels as well as advice on correct usage. But usage labels are extremely helpful to those who are seriously working on using the language correctly.

The first thing to know about interpreting labels is that most words' meanings are not labeled at all. These meanings are what are called *standard usage*. Standard usage means that we can generally use the words for almost any subject and for almost any readers. However, many words or specific uses of words are not so widely acceptable. Some are technical terms--ones used in specific occupations, fields of study, sports, or hobbies. These terms have labels like *chemistry*, *military, baseball, law, nautical*, *psychology*, etc. Other labels indicate that words are restricted by time or place. Labels like *obsolete* and *archaic* indicate that the uses are not modern. Terms like *British*, *regional,* or *Southwest* tell us that the usage is restricted to specific geographical areas.

The other major categories of usage are *informal*, *slang*, *nonstandard*, and *vulgar*. These are the kinds of usage that most often trip up beginning writers. Informal usage includes the terms that are appropriate in everyday (often inconsequential) conversations between friends, family, classmates, and coworkers. Because they are appropriate in these conversations, our use of them makes an audience feel that the subject is personal or inconsequential. That feeling makes them inappropriate for serious discussions among those with professional relationships. For example, you wouldn't use all the same language with your friends on a soccer team as you use with a league official who is ruling on a player's eligibility. You wouldn't use all the same language telling your girlfriend about problems with a date as you would when telling the same things to a school counselor. The difference becomes even greater when we decide to put our ideas on paper. Because writing something down makes it more permanent that an oral statement does, writing down our ideas implies that they are serious. In such a situation, informal terms seem contradict the seriousness of our ideas. For that reason, writing for business or for college classes requires that we leave behind the language of our everyday chats and use terms that are more serious. However, informal terms are still acceptable in writing personal letters to friends and family.

Informal terms can creep into our writing because we often write the way we talk. Sometimes reading our ideas aloud will give us a feeling about whether they sound like everyday conversations. The words that give our writing the flavor of a conversion are the ones that need to be checked in the dictionary. If they are informal, we need to replace them with standard terms. Some terms, though, we don't even need to look up. They are the contractions, like *isn't, aren't, let's, it's*, and *they're*. Because contractions are oral shorthand for common phrases, they automatically qualify as informal language and should be avoided in college and business writing.

Slang terms are not acceptable in most writing. The term *slang* is supposed to have evolved from the term *thieves' language*, which was gradually shortened. Slang has two characteristics: it is restricted to communication between members of a small group, and it is intended to exclude from the communication those who are outside the group. Thus the thieves and spies use code words to keep secrets from those whom they want to exclude. Because the codes are frequently broke, new codes have to be created. Old gangster movies sound very dated when, for example, one robber says to another, "Watch out boss; he's got a heater [meaning a gun]." Teenagers and members of some clubs and societies seem to use language the same way. They use certain terms to signal that they are members of a specific group. And when a younger age group picks up the older group's language,

the older group drops it like a broken code. Thus slang has a seriously limited life span and limited value.

Nonstandard and vulgar language are also seldom at home in writing. Nonstandard terms are those that are generally considered to be a sign of poor education. We normally don't want to make our education seem worse than it is. Vulgar terms are those that most people find unacceptably crude for most conversations. Publishers of some dictionaries feel that vulgar terms are so offensive that they will not even include them in the dictionary. But many students, particularly those learning English as a second language, benefit from the inclusion of vulgar terms because they need to learn what words are likely to sound offensive to others.

EXERCISES

For each of the terms in the following exercises, list the usage label(s) used in your dictionary for the word or for the specific meaning of the word indicated within parentheses.

DICTIONARY EXERCISE 6 My Score: _____points

WORD	LABEL(S)	WORD	LABEL(S)
1. bad (good)	_____	3. irregardless	_____
2. most (almost)	_____	4. sure (certainly)	_____

DICTIONARY EXERCISE 7 My Score: _____points

WORD	LABEL(S)	WORD	LABEL(S)
1. bust (arrest)	_____	3. awful (very)	_____
2. crazy (very enthusiastic)	_____	4. bonnet (car part)	_____

USAGE EXAMPLES AND NOTES

Dictionaries often give examples of how words are used in short phrases, sentences, or even quotations from well-known authors. These examples of usage are quite useful, particularly when we are not sure how to connect a less familiar word with other words in a sentence. One of the most common problems in using a less familiar word is not knowing what preposition to use with the word. Also dictionaries give definitions for common phrases. For example, under

measure, most dictionaries will give definitions for phrases like *beyond measure.*

When words are commonly misused or confused with other words, dictionaries sometimes add an extra usage note after the definitions of a word. These notes tell use how to distinguish between correct and incorrect usage of a word, between the use of one word and another similar one, and between closely synonymous words.

EXERCISE

DICTIONARY EXERCISE 8 My Score: _____points

For the following sentences check the usage notes in your dictionary to determine which of the two words is appropriate. (Remember that some dictionaries may not provide usage notes on the same words.)

1. The cafeteria's service is slow because of the (*amount, number*) of people in line. _____
2. There are (*fewer, less*) people in line than just a few minutes ago. _____
3. We shared two orders of fries (*between, among*) the four of us. _____
4. My math instructor (*admonished, reprimanded*) the students because they came to class late. _____
5. The instructor (*implied, inferred*) that they would do poorly in the course. _____
6. However, the only (*criteria, criterion*) for the grade is the final exam. _____
7. My last psychology class was very (*different from, different than*) this one. _____
8. The police (*assured, ensured, insured*) that he would return by keeping his passport. _____
9. In the chemistry lab I think another student (*interfered, tampered*) with my equipment. _____
10. Waylan sounds (*like, as if*) he really understands chemistry. _____

HISTORY OF WORDS' MEANING

The history of a word is not often helpful in using the word. There are times, though, when the history may help us to get a better sense of the word's meaning and to develop a feeling for the energy that words can communicate when they are used correctly. Reading the history of the words (usually listed after the definitions) may take some practice because many dictionaries use abbreviations and symbols that require some study.

EXERCISE

DICTIONARY EXERCISE 9 My Score: _____points

What were the original meanings of these two terms and what other meanings and spellings did they have in their journey into today's English?

1. sentence

2. upholster
   y

PART FOUR

THE WRITING PROCESS

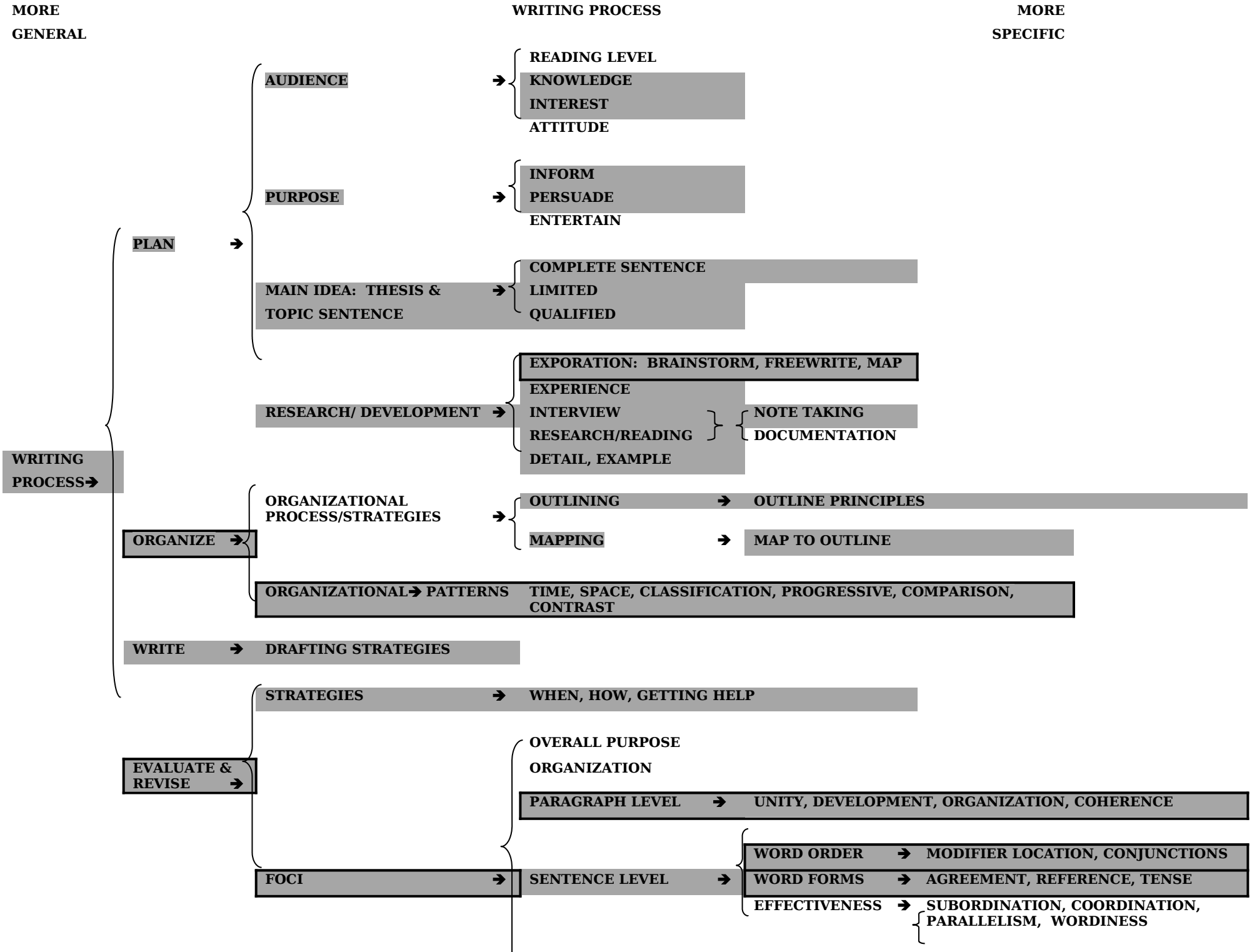
INTRODUCTION: THE WRITING PROCESS—THE ROLES OF THINKING AND WRITING

THE GOAL OF THIS INTRODUCTION IS TO ENABLE YOU TO

- ***Identify the five main steps in the writing process***
- ***Understand the roles of writing and thinking in both college and business writing***

STEPS OF THE WRITING PROCESS

Writing is an activity that involves many parts. The activity is some ways is like driving a car. Like an experienced driver, an experienced writer is at the same time aware of many different elements of the activity. But writing is also like building a house—a process that involves several separate steps, each of which must be taken in a certain order and with a specific goal in mind. A builder cannot install cabinets before walls are completed—at least not without causing major problems in the process. So a writer must complete the different steps in the most efficient order. And a builder must keep in mind the end goal—the house that the prospective owner has imagined—the house that has been specified in architectural drawings and images. So a writer must keep in mind the reader and the effect that the writer want to have on that reader. A complete course in writing covers all the steps of the process. But in some courses will cover some of the portions of the process in more details that others. On the next page is a diagram that gives an overview of the whole process with emphasis on the elements covered by this book. The elements that are given the most emphasis are the ones inside the dark borders. The other covered elements are the ones in the shaded areas.


MORE GENERAL
WRITING PROCESS
MORE SPECIFIC
WRITING PROCESS
PLAN
AUDIENCE
READING LEVEL
KNOWLEDGE
INTEREST
ATTITUDE
PURPOSE
INFORM
PERSUADE
ENTERTAIN
MAIN IDEA: THESIS & TOPIC SENTENCE
COMPLETE SENTENCE
LIMITED
QUALIFIED
RESEARCH/ DEVELOPMENT
EXPORATION: BRAINSTORM, FREEWRITE, MAP
EXPERIENCE
INTERVIEW
RESEARCH/READING
DETAIL, EXAMPLE
NOTE TAKING
DOCUMENTATION
ORGANIZE
ORGANIZATIONAL PROCESS/STRATEGIES
OUTLINING
OUTLINE PRINCIPLES
MAPPING
MAP TO OUTLINE
ORGANIZATIONAL PATTERNS
TIME, SPACE, CLASSIFICATION, PROGRESSIVE, COMPARISON, CONTRAST
WRITE
DRAFTING STRATEGIES
EVALUATE & REVISE
STRATEGIES
WHEN, HOW, GETTING HELP
FOCI
OVERALL PURPOSE
ORGANIZATION
PARAGRAPH LEVEL
UNITY, DEVELOPMENT, ORGANIZATION, COHERENCE
SENTENCE LEVEL
WORD ORDER
MODIFIER LOCATION, CONJUNCTIONS
WORD FORMS
AGREEMENT, REFERENCE, TENSE
EFFECTIVENESS
SUBORDINATION, COORDINATION, PARALLELISM, WORDINESS

DICTION LEVEL ➔ **DENOTATION, CONNOTATION, USAGE, CONCRETENESS**

MECHANICS LEVEL ➔
- **FRAGMENT, RUN-ON, OTHER PUNCTUATION & MECHANICS**
- **SPELLING**
- **DOCUMENTATION FORMATS**

PROCESSES OF WRITING AND READING

Reading and writing are both processes. Both reading and writing require several steps before, during, and after what most people consider reading and writing. The following table gives a comparison of the five steps that make up each process. In writing the steps are followed in the same order as given here. In reading, the planning and organizing are pre-reading activities and the evaluating, revising, and responding can be done during or after reading.

STEPS	WRITING	READING
PLAN/ [& Pre-write]	[Explore a topic through some prewriting activity, if needed.] Identify the thesis, the readers (by reading level and knowledge of, interest in and attitude toward the subject), and the objective (inform, persuade, entertain, or a combination of these).	Identify at least the main subject of the piece, the purpose of the writer, and appropriateness of these to the reader's purpose and schema.
ORGANIZE	OUTLINE: Group ideas and then order items within groups and order groups.	PREVIEW: Identify major sections and, if possible, organizational method and major terms.
WRITE/ WORK THROUGH	Write a quick rough draft based on the above two steps. Do NOT evaluate or revise while writing.	READ: Work through the piece with the other four steps in mind.

EVALUATE	Evaluate each element of the draft, starting with the largest elements (e.g., purpose and organization) and working to the smallest elements (e.g., punctuation and spelling).	**Repeat evaluation and revision steps until satisfied**	DURING READING: Evaluate understanding of the piece, particularly of links between ideas.	AFTER READING: Evaluate understanding and value of the piece. Take notes, make outline, summarize.
REVISE/ RESPOND	REWRITE: When a complete reading of the draft identifies an element (e.g., paragraph construction) revise that before evaluating for smaller elements.		DURING READING: Revise understanding if it can be done quickly. Otherwise note problem areas.	AFTER READING: Return to difficult part(s) to work out relationship between the part(s) and the whole piece and other resources. RESPOND to ideas and connect them to schema.

PREWRITING—THE ROLE OF THINKING

"Writing is the act of discovering. . . . We don't know what we think until we put it into words."

--Garrison Keillor

The writing that people do for college classes and for business purposes demands many skills. In addition to skills in the mechanics of writing (spelling, grammar, and punctuation), college and business writers must become critical thinkers--that is, they must think for themselves. ***Critical thinking*** can be defined as a reasonable, reflective thinking that is focused on deciding what to believe and do (Robert H. Ennis). Employers highly prize an employee who can think critically. College instructors structure many of their assignments to encourage students to practice critical thinking. In both college and business, the most challenging assignments require "reasonable, reflective thinking." This thinking requires that we acquire accurate information and interpret that information according to logic and the principles of specific fields of endeavor. For example, a nurse must take and record a patient's vital signs, compare and interpret the readings, and decide what action is needed. An accountant gathers appropriate financial data, organizes it in a meaningful way, draws conclusions about a company's financial health, and reports that information to her employer. A social worker could be assigned to interview a child, the child's parents, and people who have had contact with them. Then he would need to interpret and compare the information from the interviews and make a recommendation on the care or custody of the child.

As you can see, the jobs of all three of these people require that they do three things:

1. Acquire accurate information,
2. Interpret information according to logic and the principles of the specific field of endeavor, and
3. Draw conclusions based upon the information, logic, and the principles of the field.

Most of those who graduate from college end up working on practical tasks like those of the nurse, accountant, and social worker. Even if one is assigned responsibility for larger decisions--ones that will affect lives of many, the same basic skills are needed. The major difference is that more information may be gathered from reading than from personal information gathering.

Furthermore, the same critical thinking skills that make a person a success in a profession also makes one a success in personal life. We all want to make good choices: ones that benefit us; benefit our families, friends, and neighbors; and benefit our whole society. Such choices require that our judgment not be clouded by faulty information, by superstitious or biased beliefs, or a narrow perspective on life. To avoid these problems we need the same three skills required by a profession: to acquire accurate information, to interpret the information, and to draw reasonable conclusions from the information.

The purpose of many college courses is to prepare us for life and business decisions by teaching us how to think critically and how to use the standards of analysis and judgment of various disciplines. The work of writing a research paper for a college class requires the same skills of collecting information and drawing conclusions as a professional position does. Although each field of study and each profession has its specific methods and standards, basic thinking skills underlie them all. Consequently, the writing assignments in this book will focus on those skills required by the writing jobs most people have to do in their education and in their careers.

THE ROLES OF WRITING

Though all professionals are expected to think for themselves, writing may play different roles in different professions. In some professions decisions and recommendations may not always be reported in writing. For example, a nurse may make some reports orally. An accountant may make reports with spreadsheets. An architect may make reports through architectural drawings. In most professions, however--even nursing, accounting, and architecture--writing frequently plays a crucial role. In those most professions and in college, we will find that writing plays two roles in the “prewriting” part of the process and two more roles in the rest of the writing process.

“PREWRITING” ROLES

- Recording information

  Many professions rely on workers' full and accurate record of information. For example, nurses and police officers must provide detailed records of what they observed and did.

- Exploring our thinking about the information

  Exploration of thinking through writing is a part of the process that others seldom see. This step of writing is sometimes called prewriting, free writing, or brainstorming. For most writers it is a necessary step to get from the record of details to the following roles of writing. This step includes considering all the possible interpretations of information and judging which interpretation seems most reasonable. When completed, this step will provide lead us to our ***conclusion***, our main idea that is supported with reasons.

WRITING ROLES

- Explaining our conclusions and thinking to others

  Any professional who has to explain a process or idea to others has to be able to make a clear presentation of connections between ideas and details. For example, a human resource professional has to explain company policies to new employees. A veteran accountant has to explain a company's accounting procedures to new accountants. A social worker has to explain social service procedures to new clients.

- Convincing others of the reasonableness of our conclusions

  The most difficult challenge for most writers is convincing others that the thinking that supports a conclusion is reasonable. All sales and marketing programs involve a heavy dose of convincing. Any employee making a proposal to those who make the company's decisions must sell the proposal by making it seem the most reasonable course of action. Lawyers and judges are constantly defending the reasoning behind their positions.

Most college classes emphasize these skills in preparation for the demands of life and the work world. Some disciplines put more emphasis on different elements of writing. In the sciences, for example, the scientific method stresses full and accurate recording of information. In the humanities the details are not unimportant, but exploring our thinking becomes more a more central part of the process. Most classes, particularly the more advanced ones, require that we can explain our thinking and convince others of its reasonableness.

MAJOR SKILLS EMPHASIZED IN WRITING ASSIGNMENTS

The writing assignments in this book provide practice in developing the major skills we need in order to master the roles of writing both in college and in our employment. Although some of these skills are more important for mastering certain roles of writing, they are all necessary parts of writing:

- Limiting a topic
- Using concrete description, including comparisons
- Generating possible inferences from specific details
- Generating and evaluating general inferences
- Using clear organization and transitional devices

Each of the assignments gives very specific instructions on how to write about the assigned topics. The instructions do not cover all the possible methods of writing about each topic, but they do cover the most common and most useful ones. If you master the skills outlined in this book, they will provide you with an assortment of handy tools for writing about a wide range of topics. When you write about different topics for other classes and write on the job, you may have to adapt these instructions. But the general skills listed above will always be important.

ORGANIZATION OF THE WRITING ASSIGNMENTS

Chapters 18 through 21 focus on the "prewriting" roles of writing: recording information and exploring our thinking about the information. These jobs are the kinds that both academics and professionals do when they collect information and interpret the information. Since these jobs are similar to scientific explorations, these assignments are called EXPLORATIONS. Chapters 21 through 26 focus on the last two jobs, explaining our conclusions and convincing others of them. Since these jobs are like those that academics and professionals do when they report and support their conclusions to others, these chapters are called CONCLUSIONS.

Throughout the book the term ***conclusion*** means the main idea or opinion that we have drawn from reasons. Thus the terms ***conclusion***, ***main idea***, and ***reasoned opinion*** will be used to mean the same thing. Although the term *opinion* often is used to refer to an automatic response to a situation, here we use *reasoned opinion* to distinguish critical thinking from an automatic response. The two kinds of automatic responses that are quite different from a reasoned opinion are *matters of personal taste* (feelings of personal like or dislike—e.g. "rap music is good") and *matters of fact* (ideas that can

determined by the senses or by reference to reliable documents—e.g. “that tree has red leaves” or “the Constitution of the United States was ratified in 1789”).

Chapters 21 through 26, which focus on drawing and supporting conclusions, progress through the same subjects as the exploratory chapters. Then they tackle the more difficult tasks of combining information from our own observation and memory with information gathered from other sources—reading and interviews.

CHAPTER 18: EXPLORING IDEAS ABOUT OBJECTS

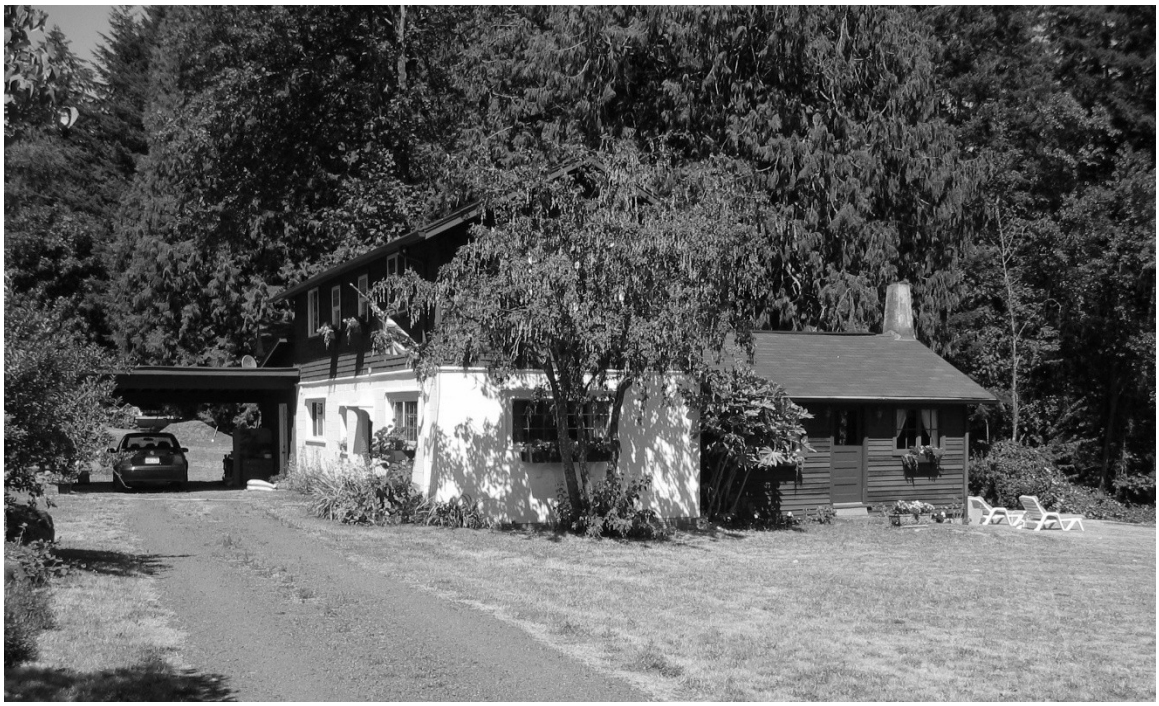


Figure 18-1

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Focus observation on specific, frequently overlooked details of common objects***
- ***Record observations in accurate, specific, and concrete vocabulary***
- ***Use comparisons to enhance readers' understanding of your observations***
- ***Provide multiple inferences about a common object based upon your observation of each detail***
- ***Organize a description according to a spatial pattern***
- ***Provide a brief introduction to the topic and transitions to connect parts of a spatially organized description***

REASONS FOR THESE ASSIGNMENTS

The topic for writing in this chapter is a building--either a commercial building or a house. Your job is to describe the building as completely as you can and to record as many insights about the building as possible. Though this may seem a strange topic, it is very similar to thinking tasks required in numerous academic disciplines. Here are some examples of people in those disciplines:

- **Anthropologists**, particularly archeologists, frequently examine and analyze artifacts--objects made and used by people. Their goal is to make inferences about a people's way of life, their activities, their values, and individuals' relationships with others in their family or class and with other classes, with their whole society, and with nature.

- **Artists** observe the arrangement of color, line, value, and mass in a painting to understand the effect that another artist's technique has achieved.

- **Literary critics** note the characteristics of objects that literary characters produce or involve themselves with in order to interpret what is happening in the characters' internal life--their thoughts, feelings, hopes, dreams.

- **Environmental scientists** study subtle changes in forms, sizes, and health of plants and animals to determine the possible effects of pollution on an ecosystem.

- **Geologists** analyze colors, hardness, and crystal structure of minerals to determine the history of the formation of landmasses.

HISTORICAL NOTE: All scientists rely in many ways on clear perception of details and on logical interpretation of those details. For example, in the Eighteenth Century, French chemist Antoine-Laurent Lavoisier made an important contribution to the advancement of geology. His attention to accumulations of rock, shells, sand, and mud along the shore led him to formulate a reliable rule about where these items accumulate in relation to sea level. His further recognition that the same arrangements of materials were found well above the present sea level led him to the conclusion that sea level had been higher in earlier geological periods.

In the work world careful attention to detail is just as important. Employers prize employees who observe subtle details and make sound decisions or recommendations based on their observations. Here are some examples of those professions:

- **Doctors**, **nurses**, and other **healthcare professionals** need to be alert to sometimes indistinct physical symptoms of problems that can threaten a patient's health or life.

- **Buyers** for retail stores need to pay attention to the small details of a product's materials, color, and construction to determine whether it is worth purchasing.

- **Real estate appraisers** need to notice telltale signs of a building's condition--the surface of paint, feel of wood, cracks in plaster, etc.--to determine the value of the building.

THINKING ABOUT IT: ACQUIRING AND INTERPRETING INFORMATION

Effective thinking and writing require that we gather accurate information and interpret that information. To gather accurate information requires the ability to observe things as they really are (not as we assume them to be) and to notice the seemingly insignificant details which may later lead to an important discovery. To keep the information from later escaping us, we also need to record it in accurate and specific detail. These are the abilities that lead to Lavoisier's discovery that sea level changes over long periods of time. These activities are not just the territory of the scientist. Brian Boyd, an English professor, and Kurt Johnson, a lepidopterist (expert on butterflies), talk about how these skills enhanced noted novelist Vladimir Nabokov's contributions to both fiction and the study of butterflies:

> Nabokov's lifelong devotion to lepidoptera [butterflies] did more for his fiction than offer bit parts to butterflies. In deepening certain inclination in his mind, it also helped shape his literary style and strategies. Nabokov had an unmatched eye for detail--a gesture, a trick of light, a shade of color, any kind of natural object ("rusty, greenish hydrangeas," to take one example among thousands)--and an unmatched sense of design, especially in the complex interlacements of recurring details that surely reflect the training in the particular (and in the intricacies of natural relationships) that he needed in the field when collecting and in the laboratory when dissecting. He drew scenes of extraordinary vividness and invited us to observe them

> with an alertness far different from the way so many take the world for granted. His writing shows that attention to detail, far from involving a mere passive recording of what we see, instead requires an active imagination.

Making active attention to details a habit of mind will enhance our ability to collect information, interpret the information, and, in the end, draw better conclusions from the information. To record the information in sharp detail we will need one of Nabokov's skills, a preference for the specific, concrete description, like the example of the "rusty, greenish hydrangeas."

RECORDING INFORMATION: CONCRETE DETAILS

In the exploratory papers the focus will be on finding relevant detail and recording it for future use. In all of these assignments, we will work on recording concrete details that will be helpful for future evaluation and for drawing conclusions. The first several papers will focus on generating and reporting details from personal observation—using our senses of sight, hearing, touch, etc. The last assignment will focus on recording concrete details from memory. We all need the skill of careful observation before we can begin to draw conclusions from our experience.

CONCRETE VS. ABSTRACT

At first, concrete details may not be easy to distinguish from other details. When we use the term ***concrete*** to describe details, we are referring to those details that are easily noticed by the senses--sight, hearing, touch, smell, and taste. The opposite of *concrete* is ***abstract***; abstract details are more easily comprehended by the mind rather than by the senses. Most details can be placed on a scale from concrete to abstract. For example, we could arrange the following random list of terms in order of most concrete to most abstract: *bird, gray-wing gull, shorebird, living thing, seagull*. The term that would give us the clearest mental image would be *gray-wing gull*. So it would be the most concrete. The most abstract term in the list would be *living thing* because determining whether a thing is a *living* thing sometimes requires a great deal of thought. Placing all the words in a sequence from concrete to abstract would give us the following list: *gray-wing gull, seagull, shorebird, bird*, and *living thing.* Although the ability to organize such a list is not particularly useful, it does help us to focus on concreteness of the terms we use.

SPECIFIC VS. GENERAL

Another distinction that is very similar to that between *concrete* and *abstract* is the distinction between *specific* and *general*. ***Specific*** refers to a term or statement that is limited, and ***general*** refers to a term or statement that is broad. For example, you are just one college student, so if you made a statement about just your experience in college, the statement would be very specific. If you broadened it to include all the students in your writing class, perhaps about 25 students, the statement would be more general. You could continue to make the statement even broader, and more general, if you included all the students at your college, all the college students in your state, all the college students in your country, or even all the college students in the world. Usually concrete terms will be more specific and abstract ones will be more general. However, sometimes choosing the most concrete term will not mean choosing the most specific.

The following exercises are designed to help you think about the concreteness of the terms you use in your writing. Sometimes your answers may vary from your classmates' and from your instructor's. Sometimes the difference is a matter of differing experiences with a term, sometimes, a matter of differing definitions of a term, and sometimes a distinction between concepts of *concrete* and *specific*.

CONCRETE WORD EXERCISE 1

INSTRUCTIONS: For each of the 20 following lists of words, write the most concrete and most abstract words in the blanks to the right of the lists.

WORDS	***CONCRETE***	***ABSTRACT***
1. clothing, jeans, pants, garment, Levi's 501s		
2. meat, pork, food, pork chop, nutrition		
3. CBS Evening News, TV, CBS, communication		
4. curriculum, education, learning, course, English Composition		
5. fever, disease, Hong Kong flu, flu		
6. Riverside Apartments, structure, buildings, apartments		
7. Honda, Accord, car, conveyance, vehicle		
8. oolong tea, drink, tea, liquid		
9. language, English, American English, communication		
10. publication, book, *American Heritage Dictionary*, dictionary		
11. blue, color, primary color, sky blue		
12. woman, person, Mom, female relative		
13. living will, document, will, paper		
14. disaster, bad thing, Mt. St. Helen's eruption, volcanic eruption		
15. senator, Senator Bradley, citizen, politician		

16. Safeway, commerce, retailer, grocery store		
17. vacation lot, place, real estate, lot		
18. headache, pain, discomfort, migraine		
19. bad, criminal, illegal, wrongful		
20. useful, good, beneficial, nutritious		

CONCRETE WORD EXERCISE 2

INSTRUCTIONS: For each of the 20 following lists of words, write the most concrete and most abstract words in the blanks to the right of the lists.

WORDS	***CONCRETE***	***ABSTRACT***
1. periodical, magazine, publication, *Time* magazine		
2. walk, step, strut, go, travel		
3. tree, vegetation, maple, Japanese maple, Japanese lace-leaf maple		
4. institution, college, community college, Tacoma Community College		
5. car, van, Voyager, motor vehicle, vehicle		
6. produce, build, construct, erect, make		
7. professor, person, school employee, educator, teacher		
8. doctor, Dr. C. Everett Koop, physician, surgeon, healthcare professional		
9. bright, vivid, colorful, international orange		
10. aircraft, Boeing 747, *Spirit of St. Louis*, plane, transportation		
11. usefulness, safety, security, nest, refuge		
12. food, bread, sustenance, grain product, bagel		
13. Englishman, European, Londoner, Caucasian, human		
14. water, Chesapeake Bay, Atlantic Ocean, ocean, salt water		
15. apple, fruit, nourishment, Granny Smith, snack		

16. Interstate 5, way, road, freeway, route		
17. TV program, electronic medium, Cosby Show, situation comedy		
18. animal, Lassie, dog, pet, collie, canine		
19. cola, soft drink, beverage, Pepsi, Pepsi One		
20. crawling thing, spider, arachnid, bug, tarantula		

RECORDING INFORMATION: COMPARISONS

One important way of vividly reporting concrete information is through comparisons. ***Comparison***, a close relative of analogy and simile, is merely pointing out a similarity between the thing we are describing and a thing with which readers are already familiar. Comparisons give us a way of reporting a host of concrete details in just a few words. For example, you could search for names of specific colors a bird's flashy plumage and not find any that really describe the combination of colors that you see. Or you could say that the plumage ranges through the oranges and reds of a brilliant sunset. Similarly, you could spend several paragraphs describing the way in which a piece of machinery moves, or you could say that it bobs up and down like bird drinking from a birdbath. Throughout the assignments we will practice using comparisons that communicate sharp images. These sharp images are often critical for readers' understanding of what we actually observed.

INTERPRETING INFORMATION: INFERENCES

Information that is not interpreted is meaningless. It is not enough to notice a specific detail. We need to take the next step and consider the possible inferences. Making an ***inference*** is drawing a connection between a fact and an opinion. In each inference we have at least one reason for our opinion. Thus these opinions are not what many people call "just opinions" but "reasoned opinions," opinions for which we can provide reasons. We are constantly making inferences, sometimes quite simple ones and at other times more complicated ones. In some situations, we can draw an opinion from just one concrete detail (fact). For example, if you stopped in front of a friend's house at night and saw no lights on, you might infer that no one was at home. This is a very simple inference. However, if you were responding to your friend's invitation to dinner, you would probably look for more information before concluding that no one is at home. In that case you might notice that his car is gone and that no one responds to the doorbell. Then you have multiple details (facts) on which to base your opinion. This inference would be a more complete one. In the exploratory papers, we will be working on drawing as many simple inferences as possible from the details we have observed. Since these papers are designed to explore a subject, we need to consider alternative inferences from each detail. For example, if you see no lights on in your friend's house, you could infer that he was not at home, that he had gone to bed early, or that he had decided to watch TV in a back room with the lights off. What other possibilities come to mind? Try to explore the possibilities and not limit yourself to one opinion for each detail.

Later, in the section about reporting, the paragraph assignments will require that we develop broader, more complete inferences, ones based on a series of details that we have collected, organized, and linked to our opinion. (See chapters 21-26.)

INFERENCE EXERCISE

INSTRUCTIONS: For each set of three statements, circle the number of the best inference. At this stage in the writing process, one inference can be better than another because it uses more concrete details, expresses a clearer or more reasonable connection between the detail and the opinion, or provides more than one reasonable opinion.

Set 1:
1. The paint on the siding makes this house look old.
2. The condition of the paint on this house makes it look very old.
3. The cracking paint on this house makes it look 50 years old.

Set 2:
1. The blocks and toy trucks on the porch imply that the people living here have young children or take care of others' children.
2. The blocks and toy trucks on the porch imply that young children live in this house.
3. The toys on the front porch of this house imply that some young children live here.

Set 3:
1. The lack of dandelions in the lawn shows that the people in this house take pride in their yard.
2. The beautiful condition of the lawn shows that the people in this house take pride in their yard.
3. The beautiful condition of the lawn shows that the people in this house must use dangerous weed killers on the lawn.

Set 4:
1. The boat on the trailer in the carport tells me that this family likes boating.
2. The boat on the trailer in the carport tells me that this family could like fishing or water skiing.
3. The 16-foot boat on the trailer in the carport tells me that this family could like fishing, water skiing, or boat camping.

Set 5:
1. The lack of weeds in the tulip bed shows that the people in this house are avid gardeners or that a yard service has just worked on this flowerbed.

2. The clean tulip bed shows that the people in this house are avid gardeners or that a yard service has just worked on this flowerbed.
3. The lack of weeds in the tulip bed shows that the people in this house are avid gardeners.

Set 6:
1. The freezer on the side porch of this house suggests that the residents are short of space inside the house.
2. The freezer on the side porch of this house suggests that the residents are short of space inside the house or are trying to save electricity by keeping the freezer in a cool place.
3. The freezer on the side porch of this house suggests that the residents are short of space inside the house or are just a little strange.

Set 7:
1. The broken TV antenna on the top of this house indicates that the homeowners now rely on cable TV.
2. The broken TV antenna on the top of this house indicates that the homeowners now rely on cable TV or don't watch TV enough to motivate them to repair the antenna.
3. The fact that the TV antenna lies on its side, no longer attached to the chimney, indicates that the homeowners now rely on cable TV or don't watch TV enough to motivate them to repair the antenna.

Set 8:
1. The fact that the lower part of the door is a dull color indicates that its varnish has been worn away by wind and rain.
2. The condition of the front door shows that it has suffered at the hands of nature.
3. The condition of the front door shows that it has suffered damage caused by rain.

GUIDELINES FOR EXPLORATORY PAPERS

Unless your instructor gives your different directions, each exploratory paper should follow the following standards.

SAFETY

The exploratory papers are ones that invite you to go out into the world to explore interesting places and people. Before you go, though, you should be concerned with choosing a safe place to take notes for your assignments. You may find an interesting house to describe, but it may not be safe to loiter about to describe it. You may find an intriguing person to observe, but he or she may not appreciate

your attention. To avoid dangerous situation, pick times and places that are both interesting and safe. For example, when you describe your choice of a building, you could choose to do so from a friend's or relative's living room. When you describe a person, you could choose a friend, a relative, or even an instructor at your college. PLAY IT SAFE.

LENGTH

600-1500 words (about 2-5 typed, double-spaced pages)

FORMAT

- Double space (skip every other line)
- Use a standard, black 12-point font
- Leave 1-inch margins on sides, top, and bottom

ROUGH AND FINAL DRAFTS

Hand in at least one rough draft and a clean final copy. “Clean” means as free of spelling, grammar, and punctuation errors as you know how to make it.

EXPLORING A BUILDING

The purpose of these assignments is to observe clearly and objectively and to make reasonable judgments instead of stating assumptions.

LIMIT THE TOPIC.

Limit the description to what you can see of the building from one vantage point on the outside of the building. You may include anything of the interior of the building that you can see from your outside vantage point.

CONTENT

Provide a clear description of the building. Provide concrete details that enable a reader to picture what you see. Use comparisons whenever they will reduce the number of words you use or whenever it will clarify what you mean. Go beyond the surface of the building by making inferences about what is unseen--the past or the future of the building or the feelings, values, ideas, etc. of the people who own,

live in, work in, or frequent the building. When you think of an inference, try to imagine alternative interpretations of the detail you are examining.

- **CONCRETE DETAILS:** Concrete, specific details (not abstract or general ones) E.g., "A *two-inch-wide* trim board runs along the edge of the roof, and its *lavender* color clashes with the *orange* of the rock walls."

- **COMPARISONS:** What does it look LIKE? E.g., “Near the southwest corner of the building, the lavender paint is peeling like a bad case of sunburn."

- **INFERENCES**:What specific details lead you to believe something. E.g., "The peeling paint gives the impression that the college has no money for repairs or that no one here cares about the appearance of the buildings."

USE A SPATIAL ORGANIZATION.

Clear organization is essential for a reader's understanding of our details. If we read someone else's writing, we have to rely on that writer's sense of organization. If we read something that we have written some time ago, we have to rely on the sense of organization that we had when we recorded our observations. To describe an object, like a house or building, we can usually make good use of ***spatial*** organization. This organization follows the actual physical organization of the object that we are describing. For example, in describing an exterior view of a house, we could use the pattern that we are familiar with from reading--top to bottom and left to right. First, we would describe everything that extends above the roof line--e.g., chimney, TV antenna, vent pipes. We would organize these items in a left-to-right order. We could then move down to the roof itself and describe it in a left-to-right order. Then we could move lower--to the second floor--and do the same. On the first floor we would follow the same pattern. Finally, starting at the left and moving to the right, we could describe the items on the ground near the house.

Normally readers can better follow a description and picture the parts of an object if we begin with a general description of its size, shape, and construction. Also identifying the vantage point from which we are viewing an object can help readers to create a clear mental image. So, before you launch into the description of the building, begin with a short description of its size, shape, and construction and your vantage point. Then begin the detailed description in a spatial organization. Organize the details in one of these orders:

- from top to bottom
- from bottom to top
- from left to right
- from right to left
- a combination of two of these

In describing most buildings a top-to-bottom order or bottom-to-top order makes most sense to most people because top-to-bottom order is the one we use in reading and bottom-to-top order is the one that builders generally use in construction a building. However, because of the peculiarities of the building (or other object) that you may be describing, other orders or combination of orders may make better sense. Choose a pattern that makes it easy to lead your readers through the details.

PROVIDE TRANSITIONS.

To help readers picture your building, make a special effort to identify the starting point of your description. For example, you could begin the details by saying, "Beginning at the highest point on the left side of the house, I see a smoke-stained red brick chimney." Also, each time you move from one part of the building to another, explain clearly where you are going. For example, if your next detail is two feet to the right of the window you have just described, just say, "Two feet to the right of the window is a wire dangling from a knob, which . . . ."

Figure 18-2

EXPLORATION 1: AN ASSIGNED BUILDING

TOPIC

Describe one building or house assigned by your instructor. The building may be in a photograph or may be a real building. If it is a real building, limit the description to what you can see of the building from one vantage point on the outside of the building. Do not enter it or walk around to describe other sides.

EXPLORATION 1 CHECKLIST

1. PLAN

- **DUE DATE IS _____**
- **LENGTH AND FORMAT**
- **LIMIT THE TOPIC:** Limit the description to what you can see of the building from one vantage point on the outside of the building.

2. ORGANIZE

- Begin with a general description of the size, shape, and construction of the building.
- State the vantage point from which you are viewing the building.
- Use a SPATIAL organization for the details.

3. WRITE—INCLUDE

- **CONCRETE DETAILS:** Concrete, specific details (not abstract or general ones) E.g., "A *two-inch-wide* trim board runs along the edge of the roof, and its *lavender* color clashes with the *orange* of the rock walls."
- **COMPARISONS:** What does it look LIKE? E.g., “Near the southwest corner of the building, the lavender paint is peeling like a bad case of sunburn."
- **INFERENCES**:What specific details lead you to believe something. E.g., "The peeling paint gives the impression that the college has no money for repairs or that no one here cares about the appearance of the buildings."

4. EVAUATE AND REVISE—TRANSITIONS ETC.

- Identify your starting point.
- Link each detail by distance and direction from the location of the previous detail.
- **Proofread out loud and check spelling, grammar, and punctuation.**

EXPLORATION 2: ANOTHER BUILDING--WRITER'S CHOICE

TOPIC

Describe a building or house of your choice. Choose your building carefully. Make the building one that you think has character or personality. Later you may be asked to write more about this building, and your choice of a building will significantly affect how well you can do on that later assignment. Limit the description to what you can see of the building from one vantage point on the outside of the building. You may include details of the inside of the building if you can see them from your outside vantage point. You may also include details of the house’s yard or building’s grounds if necessary. Choose a time and place where you will be safe. An ideal situation would be working inside a friend’s or relative's house and describing a building or house across the street. Finally, if you choose a house, do not choose your own house or that of a friend, relative, or familiar neighbor because then you will be tempted to report what you already KNOW rather than what you INFER for this assignment.

EXPLORATION 2 CHECKLIST

1. PLAN

- **DUE DATE IS _____.**
- **LENGTH AND FORMAT**

- **LIMIT THE TOPIC:** Limit the description to what you can see of the building from one vantage point on the outside of the building.

2. ORGANIZE

- Begin with a general description of the size, shape, construction, and location of the building.
- State the vantage point from which you are viewing the building.
- Use a SPATIAL organization for the details.

3. WRITE—INCLUDE

- **CONCRETE DETAILS:** Concrete, specific details (not abstract or general ones) E.g., "A *two-inch-wide* trim board runs along the edge of the roof, and its *lavender* color clashes with the *orange* of the rock walls."
- **COMPARISONS:** What does it look LIKE? E.g., “Near the southwest corner of the building, the lavender paint is peeling like a bad case of sunburn."
- **INFERENCES**:What specific details lead you to believe something. E.g., "The peeling paint gives the impression that the college has no money for repairs or that no one here cares about the appearance of the buildings."

4. EVAUATE AND REVISE—TRANSITIONS ETC.

- Identify your starting point.
- Link each detail by distance and direction from the location of the previous detail.
- **Proofread out loud and check spelling, grammar, and punctuation.**

CHAPTER 19: EXPLORING IDEAS ABOUT PEOPLE

Figure 19-1

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Focus observation on specific, frequently overlooked details of people's appearance and behavior***
- ***Maintain objectivity and avoid personal feelings in describing a person***
- ***Record observations in accurate, specific, and concrete vocabulary***
- ***Use comparisons to enhance readers' understanding of your observations***

- ***Provide multiple inferences about people based upon your observation of each detail***

- ***Organize a description according to a time (chronological) pattern***

- ***Provide a brief introduction to the topic and transitions to connect parts of a chronologically organized description***

REASONS FOR THESE ASSIGNMENTS

The assigned topics for writing in this chapter are people--an individual in a picture, a live person, and a group of people. Your job is to describe the individual(s) as accurately as you can and to note as many reasonable inferences about the people as possible. Although we aren't often aware that we are making inferences about individuals, many academic disciplines require that we make inferences consciously and logically. Here are some examples of people in those disciplines:

- **Psychologists** studying specific human behavior frequently have to identify which behavior can be reasonably associated with particular interior states--e.g. mood or attitude toward specific situations.

- **Sociologists** studying group behavior define specific kinds of behavior that are related to other social phenomenon--e.g., how a certain level of common interests is related to a married couple's staying married.

- **Dramatic** and **literary critics** analyze particular elements of a character's behavior to determine what is going in within the character's thinking and feelings.

- **Historians** commonly try to identify the mindset of a historical figure through an examination of the person's behavior that is documented in his or her own writing and in the writing of those who interacted with him or her.

The same skills that are useful in these academic fields are also indispensable in the workplace. People in many professions could not function without constant attention to the messages that they receive from people's behavior. Some examples of the professions are these:

- **Counselors**, **social workers**, and **probation officers** need to be aware of how word choice, tone of voice, and posture

reveal the inner feelings that a client may be unaware of or unwilling to disclose.

- **Lawyers** need to notice how witnesses conduct themselves in order to determine whether they will provide reliable and effective evidence on the witness stand.

- **Doctors**, **nurses**, and other **healthcare professionals** need to be notice behavior that signals mental conditions that can effect a patient's treatment.

- **Human resource personnel** and **managers** must develop the skills of evaluating prospective employees from brief observations of their behavior in a job interview.

THE CHALLENGE OF OBSERVING PEOPLE

Writing about people is more challenging that writing about an object like a building. We find easier to remain objective about an object because most objects do not engage our feelings as quickly or as deeply as people do. Sometimes we take a strong and immediate like or dislike to a person. After that, we often have difficulty objectively interpreting anything we see or learn about the person. The next set of writing assignments challenge you to do maintain your objectivity and clearly record information about a people without letting your emotions distract you from the facts and clear thinking.

In our everyday lives we can let our emotions lead us to unjustified conclusion about people, so the skill of looking at the person who is really there can be a real benefit to us. Being able to see the real person frees us from the misconceptions that can be created by prejudice, fears, or unfounded hopes. In the end our lives are much simpler if we can deal with the real person rather than the faulty image that our emotions have created.

The same is also true in the occupations that we choose: it is easy for professionals to fall into a rut in their thinking about the people they work with. For example, a probation officer could begin to feel that she has seen everything and that she understands the limited thinking of probationers. However, if she begins to treat all probationers alike, she is not really seeing each individual as he is and the officer may begin to make mistakes in her conclusions about the individual probationer. The same problem can trouble many professionals who recommend or decide the futures of individuals--including judges, counselors, and teachers. People have similar situations even in professions that deal primarily with things rather than with people. For example, if an engineer takes a prejudiced view of people who

require his services, he will not be able to serve them (or his career) well.

THINKING ABOUT IT: AVOIDING EMOTIONAL CLOUDS

If a person were to mention Adolph Hitler, Mother Teresa, or Albert Einstein, you would very likely be able to picture the person. In addition, most people's emotions would be aroused. Hitler could arouse feelings of anger, fear, or hatred. Mother Teresa could arouse feelings of admiration, respect, or reverence. And Einstein could arouse feelings of admiration, awe, or even intimidation. The feelings that we have for these people would make it difficult for us to accept contrary facts or opinions about them. Similarly, details that we notice about people can influence our feelings about them and prevent us from accurately observing other details or forming accurate opinions about them. For example, if a person dresses in a manner we feel inappropriate, we often have difficulty seeing positive traits in the person. These reactions are natural and in some cases useful. However, in professional and academic life the reactions are usually inappropriate and unproductive.

It has often been said that the first thing that college students need to learn is how little they really know. This idea applies particularly to their understanding of people. Students frequently come to college with limited experiences of other people and limited concepts about why they behave as they do. College experiences can shatter the unquestioned, often stereotypical thinking about people that students bring to college. Some college students find out how little they really know about people, how much their views of others were clouded by prejudice and emotion. Because of the need to expand students' thinking about people, college courses require that students break away from their simple view of people and apply new concepts to old situations. For example, a communications class may require that you identify how your self-concept may sabotage your communications skills. A literature class may challenge you to evaluate the reasonableness of a character's actions in a situation that seems foreign to you. An anthropology class may require that you sympathetically analyze the role of relationships in other cultures even when those relationships violate some of the basic values that you have been taught.

In all of these situations--our personal lives, our professional lives, and our academic lives--we need to see others as they are, not as we wish or fear or assume that they are. The assignments in chapter challenge you to practice doing exactly that.

EXPLORING A PERSON OR A GROUP OF PEOPLE

The purpose of these assignments is to see a person clearly and objectively and to make reasonable judgments about people rather than basing judgments on prejudices or feelings. Because the three assignments have somewhat different topics--a person in a picture, a live person, and a group of people--each provides a slightly different challenge.

LIMIT THE TOPIC

Depending on the assignment, limit the topic to the assigned person or the person(s) you choose. Do not let your feelings distract you from the real person. Do not let your attention wander to other people or things that you notice, just because they interest you. In describing a person's appearance, notice her body, her expression, posture, and clothing. You may also include other people or things in her surroundings if they help you to describe or make inferences about the person you are describing.

Actions usually tell us more about a person than simple appearance. If you are describing a live person or persons, you should devote most of your space to describing their actions. Pay particular attention to any specific actions that help you to make inferences about unseen things, such as their feelings, mood, attitude, thoughts, past history, or future plans.

Whether you are describing a person in a picture or a live person, avoid making up stories about something you cannot see. For example, if you see that a person's eyes are drooping, you could make the inference that she was up late the night before. But don't just guess about what kept her up the previous night. If, however, you have additional details--e.g., she appears to be frantically studying for a test--you might infer that she studied late the previous night.

CONTENT

Provide a detailed description of the person. Provide concrete details that enable a reader to see the person as you see her. Use comparisons whenever they will make your description more concise or vivid. Go beyond your assumptions about people. Make two or three different inferences about the details you observe. Include inferences about the person's feelings, ideas, past, and future.

CONCRETE DETAILS: Concrete, specific details (not abstract or general ones). For example, "Her faded green shirt is

fastened by black buttons, but the third one from the top seems to be missing."

COMPARISONS: What does it look LIKE? For example, "The weave of her shirt is nearly as coarse as that of a burlap bag."

INFERENCES:What specific details lead you to believe. For example, "The wrinkled green shirt, missing its third button, could lead one to infer that she does not care about her appearance or is planning some messy job."

USE SPATIAL, TIME (CHRONOLOGICAL), OR PROGRESSIVE ORGANIZATION.

Rough drafts can be written in any order that is easiest for the writer. For example, if you begin to describe a person's appearance first, you might be distracted from that job by something she is doing. Since you want to describe her actions while she is engaged in them, you jump from appearance to actions. When her actions no longer require immediate attention, you can go back to describing her appearance. But in organizing the final version of the paper, make sure to follow the assigned organization.

SPATIAL ORDER FOR APPEARANCE

For a description of a stationary person, like a person frozen in a photograph or a painting, a spatial organization usually works well. For example, you can begin with the top of the person--hat, hair, or face. Then you can work your way down the person--neck, torso, arms, legs, and feet. This is the same method of organization used in describing a building. This same method of organization also works for describing a living, moving person, but it is harder to concentrate on keeping details in the right order because you can be distracted by what the person is doing.

TIME (CHRONOLOGICAL) FOR A PERSON'S ACTIONS

Describing a live person also adds another dimension to organization. Since a live person is often moving, talking, and changing expression, a simple spatial organization does not help us organize the things that she does. Generally a time (or chronological) order works well. Time order requires just that you list the things that the person does in the same order in which she does them. This is a method of organization

that is comfortable for most people because it follows the same pattern that we all use when telling a story.

PROGRESSIVE ORDER (ORDER OF IMPORTANCE) FOR GROUPS

Describing a group of people is often a challenge because it is difficult to decide which person should be put first in the paper, which second, and so on. If the people show up at different times, chronological order, the order in which they show up, would work. But if they are all present at the same time we need to find another method of organization. The solution is often ***progressive order*** (or order of importance). This order is created by listing the items in a most-to-least order. The order is called *progressive* because the list progresses from the most to least _____. (You can fill in the blank with whatever descriptive word you want. Also, you could also use just the reverse order--from least _____ to most _____.) For example, people can be listed in order of height (tallest to least tall, or shortest), in order of formality of dress (most formal dress to least formal), or order of happiness (most happy to least happy). The characteristic that you choose for this method of organization should be one that makes sense in terms of the details you notice. For example, if what you noticed most about people you observed was the range of their moods, perhaps most-to-least happy should be the pattern of organization that you use. The second name for this method of organization is ***order of importance*** because we usually list items in the order of most important to least important for our main observation or idea. (When we talk about "least important for our main idea" we don't mean that it is unimportant, just that, of all the items important enough to be included in the paper, this last one is the least important.)

PROVIDE TRANSITIONS

BEGINNING THE PAPER

To give your readers a clear idea of what to expect in your description, begin with a brief description of the place and time of your observation. If you are describing a person in a picture, some details of the picture might help you to infer the time and place. If you are describing a live person or persons, identify the general kind of activity you observed.

SPATIAL TRANSITIONS FOR DESCRIBING A PERSON

Transitions in a spatial organization are quite similar to those used in describing a building. If your person has a scar on her arm three inches below her left elbow, the phrase "three inches below her left elbow" will identify the location. In many cases, however, all we need to mention is the part of the body that we are describing. Since eyes and eyebrows have a fairly uniform relationship to each other, we do not normally have to give directions to enable a reader to relate eyes and eyebrows.

TIME (CHRONOLOGICAL) TRANSITIONS FOR DESCRIBING ACTIONS

Describing a person's actions brings up a new kind of transition--the time (or chronological) transition. Since all a person's actions are organized in time, we need to tell our readers how our details of a person's actions are related to other actions. For example, you could say, "She sits on the couch and stares out the window. After staring for about fifteen seconds, she picks up the paper and quickly pages through the first section." The phrase "for about fifteen seconds" gives your readers the time link between her actions. Avoid *then* and *and then* sentence beginnings. As soon as readers recognize that we have organized the details in a time order, they will assume the connection that these terms indicate.

PROGRESSIVE TRANSITIONS FOR DESCRIBING A GROUP

When using a progressive order, you need to make each sentence clearly refer either to the same person as the last sentence or to a different person. When we want to refer to the same person, a pronoun is the easiest way. For example, if you introduce a woman studying at a library table in one sentence and want to provide more details in a second sentence, all you have to do is say, "*She* sits unmoving for about three minutes." The *she* tells readers that this is the same person as in the preceding sentence. If you wish to switch to a different woman, you can introduce her by saying, "The woman at the end of the table is writing almost at conscientiously as the first woman. . . ." This sentence does two things for a reader: it clearly distinguishes the two women, and it signals that they are arranged in a progressive order--here in order of how conscientiously they are working. We can also distinguish two persons by their clothing, size, age, or some other visible feature.

Figure 19-2

EXPLORATION 3: DESCRIPTION OF A PERSON IN A PICTURE

TOPIC

Limit the topic to the assigned person in the picture. Describe her as completely as you can. Include all parts of her body, her expression, stance, and clothing. You may also include a description of any other person in the picture if that description will enable you to make inferences about the person you are describing. You may also include a description of the objects in the picture in as much as they enable you to make inferences about the person you are describing.

EXPLORATION 3 CHECKLIST

1. PLAN

- **DUE DATE IS** _____
- **LENGTH AND FORMAT**
- **LIMIT THE TOPIC:** Limit the description to what you can actually see of the person in the picture. Describe other

persons or objects in the picture if they enable you to make inferences about the person.

2. ORGANIZE:

- Begin with a general description of the picture: the person(s) who are pictured and what they appear to be doing, what important objects are in the picture and the relationship of the objects to the person(s).
- Describe the assigned person first, then, if necessary, other persons and objects in the picture.
- Use a SPATIAL organization, from top to bottom, for the details of the person.
- Other persons can be described in the same order.
- Important objects in the picture can be described in a spatial order like the one that used for describing buildings.

3. WRITE—INCLUDE

- **CONCRETE DETAILS:** Concrete, specific details (not abstract or general ones). For example, "Her faded green shirt is fastened by black buttons, but the third one from the top seems to be missing."
- **COMPARISONS:** What does it look LIKE? For example, "The weave of her shirt is as coarse as that of a burlap bag."
- **INFERENCES**:What specific details lead you to believe something. For example, "The wrinkled green shirt, missing its third button, could lead one to infer that she does not care about her appearance or is planning some messy job."

4. EVALUATE AND REVISE—TRANSITIONS ETC.

- Identify your starting point.
- Wherever necessary, link each detail by distance and direction from the location of the previous detail.
- When you move from one person to another or from one object to another, make it clear that you are changing topics.
- **Proofread out loud and check spelling, grammar, and punctuation.**

EXPLORATION 4: DESCRIPTION OF A LIVE PERSON

TOPIC

Describe a live person that you can observe UNINTERRUPTED for 45 to 60 minutes. Choose a time and place where you will be safe. Observing a complete stranger may not be safe. Because a future paper may be written about this same person, choose a person who

has some interest for you. If you are bored by the person you describe, she will not inspire you to write engagingly about her in later, more structured assignments. Also, in order to concentrate fully on this assignment, choose a time and place where other responsibilities will not distract you from your observation. (See note after the last example of good choices of subjects.) Because you want to be able to make inferences about a real person, avoid choosing a person who is concentrating on acting one very specific way--for example, a performer or a participant in organized sports.

Here are some examples of **good** choices of subjects:

- A friend or family member who will not mind your watching and recording everything she does
- A young child at play--for example, in your yard or a neighbor's
- Somebody watching television or playing a electronic game
- An employee working at your college--for example, a librarian, cafeteria worker, or maintenance worker
- An instructor at your college [Ask an instructor if you can observe her in a class in which you are NOT enrolled. If it is a class in which you are enrolled, you cannot do a good job of learning and completing this assignment at the same time.]

Here are some examples of **poor** choices:

- A stranger
- A friend or family member who will distract you from your assignment--for example, a friend whom you are entertaining in your home
- A friend or family member who will be upset if you describe her accurately
- A child who is very dependent on you and will constantly interrupt your work
- Somebody performing on television or for an audience--for example, entertainers or athletes
- Somebody with whom you have recently fallen in love [That makes being objective very difficult.]

Limit the description to the one person you observe. Use about 200 words to describe her appearance. For the rest of the paper, describe the specific things that she does and says. You may also include specific details of the setting and of other persons--but only to help explain the person you have chosen. Describe each individual thing that she does (what she is doing right this moment); DO NOT GENERALIZE ABOUT HER ACTIONS. For example, do not say, "She would constantly dab her French fries in the ketchup." Instead, say "She picks up a French fry and slowly dabs in a pool of ketchup four

times before she seems satisfied that it is adequately coated." Then later you can mention that she repeats the action.

GENERAL AND SPECIFIC STATEMENT EXERCISE

Identify the most specific and the most general statement in each group. Put a ***G*** next to the most general statement in each group and ***S*** next to the most specific statement.

Set 1

1. Alla was always scratching her head. _____
2. Alla scratched her head several times while she read her anthropology textbook. _____
3. Alla scratched her head as she turned the first page of her anthropology textbook. _____

Set 2

1. Tanya rushed around the kitchen. _____
2. Tanya rushed from the refrigerator back to the stove. _____
3. Tanya rushed back and forth between the stove and the refrigerator. _____

Set 3

1. After the baseball game, Theron turned the channel to the Lakers' game. _____
2. Theron watched the Lakers play the Timberwolves. _____
3. All night long Theron watched sports on TV. _____

Set 4

1. On the couch, the baby bit the cushion. _____
2. On the couch, the baby was biting the cushion. _____
3. On the couch, the baby was frequently biting the cushion. _____

Set 5

1. Jose drank a can of pop before lunch. _____
2. Jose would constantly take small sips from a can of pop. _____
3. Jose took another sip of pop after he sat down in the shade of the tree. _____

Set 6

1. Alina worked quickly on cooking dinner for her guests. _____
2. Alina diced the two green peppers faster than a food processor. _____
3. Alina prepared vegetables for her guests' dinner. _____

Set 7

1. After settling in her chair, Tien checked her list of homework assignments. _____

2. While sitting in her chair, Tien kept checking her list of homework assignments. _____
3. While sitting in her chair, Tien checked her list of homework assignments more than once. _____

Set 8
1. As the ball came closer, Willy walked toward it. _____
2. Every time the ball came closer, Willy walked toward it. _____
3. As the ball came closer, Willy took a step toward it. _____

Set 9
1. Early in the evening, Darien rested in easy chair. _____
2. Early in the evening, Darien was fighting a losing battle against sleep. _____
3. Early in the evening, Darien's head dropped to his chest as he fell asleep. _____

Set 10
1. Farah looked at the clock while he was working on his homework. _____
2. Farah looked at the clock as he opened his chemistry book. _____
3. Farah continually looked at the clock as he worked on his homework. _____

Set 11
1. In the yard Lillie took care of her rose bushes. _____
2. In the yard Lillie cut a thin, dead branch from a rose bush. _____
3. In the yard Lillie pruned a rose bush. _____

Set 12
1. Kumyea quickly wrote out the calculations for her last math problem. _____
2. Kumyea worked through her last few math problems before dinnertime. _____
3. Kumyea worked through her math homework before dinnertime. _____

In describing a person's actions, also try to emphasize HOW she does things rather than the fact that she does them. For example, don't say, "She looks at the bench before she sits down." You could say, "As she looks at the bench, she focuses her eyes and furrows her brow as though she is afraid that the seat may have been contaminated by a dread disease."

Lastly, when you are taking notes for this assignment or when you are working on your the final version of the paper, you may find that you have too much material for the assigned paper. In that case, you may want to limit the topic to just one aspect of the person's behavior--e.g.,

how she eats, talks, moves, or reacts to one specific thing (TV or music, for example).

EXPLORATION 4 CHECKLIST

1. PLAN

- **DUE DATE IS _____.**
- **LENGTH AND FORMAT**
- **LIMIT THE TOPIC:** Limit the description to the one person you observe.
  - Devote no more than one third of description to her appearance.
  - For the rest of the paper, describe the ***specific things*** that she does and says (avoid generalizing).

2. ORGANIZE: The rough draft may follow any convenient order. The final version should follow the following pattern:

- Begin with a brief description of the time and place of your observation and identify the person you observed (in some way--name, age and sex, or outstanding physical feature) and her general kind of activity.
- Use a SPATIAL organization, from top to bottom, for the details of the person's appearance.
- Use a time (CHRONOLOGICAL) order for the details of her actions.

3. WRITE—INLCUDE

- **CONCRETE DETAILS:** Concrete, specific details (not abstract or general ones). For example, "Her faded green shirt is fastened by black buttons, but the third one from the top seems to be missing."
- **COMPARISONS:** What does it look LIKE? For example, "The weave of her shirt is as coarse as that of a burlap bag."
- **INFERENCES**:What specific details lead you to believe something. For example, "The wrinkled green shirt, missing its third button, could lead one to infer that she does not care about her appearance or is planning some messy job."

4. EVALUATE AND REVISE—TRANSITIONS ETC.

- Identify the starting point of the description of the person's appearance.
- Wherever necessary in the description of the person's appearance, link each detail by distance and direction from the location of the previous detail.
- Provide clear time indicators to connect details of the person's actions.

- **Proofread out loud and check spelling, grammar, and punctuation.**

EXPLORATION 5: DESCRIPTION OF A GROUP OF PEOPLE

Figure 19-3

TOPIC

Describe individuals in a group of people that you can observe UNINTERRUPTED for 45 to 60 minutes. The people you describe do not have to be in the same location all at the same time, nor do they need to consider themselves a group. For example, several students checking out books from the library over an hour period would qualify as a group. Choose a time and place where you will be safe. Because a future paper may be written about these people, choose people who have some interest for you. If you are bored by the people you describe, they will not inspire you to write engagingly about them in later, more structured assignments. Also, in order to concentrate fully on this assignment, choose a time and place where other responsibilities will not distract you from your observation. Because you want to be able to make inferences about these people, avoid choosing people who are concentrating on acting one very specific way--for example, performers or participants in organized sports.

Here are some examples of **good** choices of subjects:

- Students studying (or not) in the library or other campus study location
- Children playing
- A group watching television
- Spectators at a sporting event, particularly parents at their children's game

- Shoppers entering or leaving a store or walking through a mall

Here are some examples of **poor** choices:

- Strangers in some location where they may be a threat to you
- Guests in your home, whom you should be entertaining instead of doing your assignment
- People performing on television or for an audience--for example, entertainers or athletes

Limit the description to a group of people who are doing the same thing--for example, walking out of a grocery store, watching a soccer game, or doing assignments in a computer lab. Include at least **six** individuals. You should give a few concrete details of each person's appearance--for example, sex, age, size, clothing (style, color, condition), or facial feature or expression. Limit this description to just a sentence or two. You should also include concrete details of each person's behavior. Avoid applying the same description to different persons. DO NOT GENERALIZE ABOUT THE GROUP; DESCRIBE INDIVIDUALS ONLY. Do not say that a family walks by eating ice cream cones. Instead, describe how each one is eating his or her ice cream cone. Even if you cannot describe each one of them as they go by, you will have details that are more concrete than if you had tried to describe them as a group.

Emphasize HOW each individual does things rather than the fact that she does them. For example, don't say, "She looks at the bench before she sits down." You could say, "As she looks at the bench, she focuses her eyes and furrows her brow as though she is afraid that the seat may have been contaminated by a dread disease."

Lastly, when you are taking notes for this assignment or when you are working on the final version of the paper, you may find that you have too much material for the assigned paper. In that case, you may want to limit the topic to just one aspect of the people's behavior--e.g., how they eat, talk, move, or react to one specific thing (TV or music, for example).

EXPLORATION 5 CHECKLIST

1. PLAN

- **DUE DATE IS _____.**
- **LENGTH AND FORMAT**
- **LIMIT THE TOPIC:** Limit the description to the individuals in the group you observe. Include a brief description of the time, place, and general activity of the people and of each

person's appearance. Be sure that you provide enough concrete details of each person's actions.

2. **ORGANIZE:** The rough draft may follow any convenient order. The final version should follow the following pattern:
   - Begin with a brief description of the time and place of your observation and general kind of activity of the people you observed.
   - Use a CHRONOLOGICAL or PROGRESSIVE ORDER to organize the people you observed.
     - Chronological order works well if the people appear at different times.
     - Progressive order works well if the people are all present at the same time. Put them in order of most _____ to least _____. (Fill the blanks with the same expression.)
   - For each person give a description of her appearance first and her actions second.
     - Spatial order works well for describing each person's appearance.
     - Chronological order works well for describing each person's actions.

3. **WRITE—INCLUDE**
   - **CONCRETE DETAILS:** Concrete, specific details (not abstract or general ones). For example, "Her faded green shirt is fastened by black buttons, but the third one from the top seems to be missing."
   - **COMPARISONS:** What does it look LIKE? For example, "The weave of her shirt is as coarse as that of a burlap bag."
   - **INFERENCES**:What specific details lead you to believe something. For example, "The wrinkled green shirt, missing its third button, could lead one to infer that she does not care about her appearance or is planning some messy job."

4. **EVALUATE AND REVISE—TRANSITIONS ETC.**
   - Identify each person when you first mention her in order to clearly distinguish each person from preceding ones.
   - When a sentence continues a description of the person in the preceding sentence, use a pronoun to refer to that person so that a reader knows that you haven't changed the topic to another person.
   - Provide clear time indicators to connect details of the person's actions.
   - **Proofread out loud and check spelling, grammar, and punctuation.**

CHAPTER 20: EXPLORING IDEAS ABOUT EXPERIENCES AND CONNECTING IDEAS FROM DIFFERENT SOURCES

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand how people's experiences affect their lives***
- ***Read a written account actively and adjust for differences of time and culture***
- ***Summarize details of a reading selection***
- ***Make connections between reading and your own experience***
- ***Record recollections in accurate, specific, and concrete vocabulary***
- ***Organize a description according to a chronological, spatial, and progressive patterns***
- ***Provide a brief introduction to your topic and transitions to connect parts of a paper***

REASONS FOR THIS ASSIGNMENT

As in the previous assignments, we are sometimes required to write about topics from our own observations and experiences. However, instructors and employers usually expect us to integrate our observations, experiences with information from a variety of sources. The reason for the integration of different sources is that one source of information may be untrustworthy. When two or more sources support the same idea, the idea merits more trust. In order to identify an idea that two sources support, this assignment focus on making a connection between our reading and our own observations and

experiences. Specifically, we will focus on understanding stories about other people and on connecting their situations with our own experiences.

This assignment will also help to develop an important critical thinking skill, connecting supporting evidence from different sources. Many college assignments require that we apply critical thinking skills to the detailed information that we have recently learned or to information remembered from previous experiences. One of the most common examples of this situation is a research paper assignment. When an instructor assigns a research paper, she expects a reasonably fresh look at a particular situation. If, during our research, we see connections between the details we have read, we are much more able to create a fresh look at situation about which we are writing. Recognizing that connection can enable us to draft a main idea that will be the basis of an impressive research paper.

THINKING ABOUT IT: SEEING CONNECTIONS

Simply remembering details is not the most obvious criterion for professional and academic success. Critical thinking usually ranks much higher with both employers and college instructors. However, much of our critical thinking ability is dependent on having ready information—for which we depend on our memory. The importance of memory is illustrated by novelist E. M. Forster's comment about readers of novels: "The intelligent novel-reader, unlike the inquisitive one who just runs his eye over a new fact, mentally picks it up. He sees it from two points of view: isolated, and related to the other facts that he has read on previous pages." Although his comment is about reading novels, it is just as applicable to observing real life. Intelligent people notice an individual detail and its implications, but they also compare each detail with other information that they have previously gathered. Sometimes the connection between one detail and others comes to us immediately. At other times the challenge is to get access to memories of previous experiences. The following assignments provide some of that practice.

To help make connections between different sources this assignment has three separate parts:

- Summarize the story of another person’s experience
- State a general issue or idea that the story illustrates
- Tell a story of your own experience that illustrates the same idea

SUMMARIZING A STORY

READ ACTIVELY AND TAKE NOTES.

The first step is to read the material you want to compare with your experience. While reading, you need to make written record of everything that seems important. If the reading is in a book, magazine, or newspaper that you own, you may want to mark key words and passages and write comments in the margins. If not, write your notes and comments on a separate page, but make sure to make your comments complete enough to enable you to use them when you include the ideas in future writing. In addition, clearly distinguish the exact words of the author by putting those words inside quotation marks and make your own phrasing different from that of the author.

Key words, phrases, and names of persons are important to note. If you are marking your own book or other material, you should underline key words or phrases that you think may be important later. In stories you should circle the names (or other designations—e.g., “the dentist”) for any persons who could be important later. In taking notes on a separate page, you will need to make your notes more complete so that you can interpret them without the original source. In that case complete sentences are usually necessary.

All sorts of comments about your reading may be useful in future writing assignments. So don't read passively; read as though you had the writer in front of you and you need to challenge the writer and tell him or her what you think about the story. Here some sample comments that could be productive in looking for connections between details, particularly between causes and effects:

- Why does she think she has the right to do that?
- She seems to hate her neighbor. Is that (or she) normal?
- That sounds like my Uncle Bob. What makes people like that act that way?
- He got just what he was asking for. It seems so right!
- She seems to think that she can always rely on her family to watch out for her.
- He's as angry at his father as I was when my father told me he didn't like my career plans.
- She really seems determined to succeed. I wish I had that kind of drive!

ADJUST FOR DIFFERENCES OF TIME OR CULTURE.

Sometimes we need to base our ideas on a story from another time or another culture. In these cases we may have difficulty making comments about the stories because the situations seem so different

from ours. However, we can often find important details to comment on if focus on some of universal relationships:

- relationships between friends
- relationships between enemies
- relationships between family members
- relationships between those in subordinate and superior positions
- relationships between a person and society as a whole
- relationships between a person and nature
- relationships between a person and his or her God

Although these relationships are universal ones, they are not experienced the same way in all cultures. The nature or the feelings involved in the relationships may be very similar, but a story from another culture may express or portray them quite differently from the way we do. In those cases a series of questions can help you to understand the relationship in another culture. Take, for instance, a story in which a young woman unaccountably makes a cutting comment to her friend. In this case you should ask yourself questions like these:

- What words in her comment makes me think of it as a cutting comment?
- What feeling makes her talk in that manner?
- What has happened to make her feel that way?
- Did her friend do something to cause her to feel that way?
- Would her statement to her friend be justified by my culture?
- Are the standards of justification in her time and culture the same as in mine?
- If the standards are different, what are they?
- If I were in the same situation (at that time and place), would I feel or act the same?
- If I wouldn't feel or act that way, what kind of person would?

You might notice that many of these questions concern causes and effects, topics that are often good topics for exploration.

WRITING THE SUMMARY

The following explanation provides the methods for both stories (e.g., fiction and biography) and for expository writing, the kind of writing that focuses mainly on explicit ideas and supporting details. [The explanation for the latter kind of writing is in the brackets.]

1. In the first sentence identify the piece by name and by the name of the author (and where it is published if it does not appear alone)

and the piece's main idea or topic (if an idea is not clear from the piece).

2. For a story identify the major character(s) and event(s). [For expository writing, identify the main method(s) of reasoning, particularly the method(s) of supporting the main idea.]
3. For a story include other important events and characters. [For expository writing, include main supporting ideas and concepts.]
4. Summarize in your own words. Do not use the wording or sentence structure of the original, except as noted in 5 below.
5. If you think it is essential to use the words of the original piece for a specific idea, enclose those words in quotation marks. Limit your use of the exact words of the original to the most important phrases.
6. Compress: Eliminate ideas that are not essential. For ideas that are important enough to be included, reduce sentences to subordinate clauses or to an additional subject or predicate in another sentence. Reduce clauses to phrases, and phrases to words wherever possible. *For this assignment, you will want to provide more details of the sections of the story that illustrate the idea that you find in the story. You can better make this choice of details after you have chosen the general issue or idea that makes up the second part of this assignment.*
7. Check that the summary does not misstate the ideas or implications of the piece.
8. Add transitional words where necessary to show connections between ideas.

STATING A GENERAL ISSUE OR IDEA: OR SO WHAT?

MONITOR YOUR RESPONSES FOR KEYS TO SIMILARITIES AND DIFFERENCES.

After you have a list of comments keyed to the text of the story, you need to identify what they signify. To find comments that are most likely candidates for this assignment, look for those that reveal a similarity or a difference between your experience and that of the writer. Comments like "I've been there," "That sounds like Uncle Henry," and "Isn't that the way!" are signals that the story bears a similarity to something that you experienced or is at least a part of your memories. Comments like "I wish that I had been so lucky," "I'm glad that isn't me," and "How could that have happened?" show that the events of the story contrast with your own experiences. If there are several such comments, you can identify the best candidates for

paragraph material by noting those comments that provide the strongest similarity to or contrast with your own experiences.

ASSESS THE SIGNIFICANCE OF A SIMILARITY OR DIFFERENCE OR ANSWERING THE QUESTION, “SO WHAT?”

To identify what the comments signify, write down the details from the story and those from your experience that show the sharpest similarity or sharpest contrast. Here you are looking for a way to express the similarity or difference between sets of details about people in different situations. For example, you might notice that in both situations harsh words are exchanged between a parent and child, even though the parent is trying to be helpful to the child. You might become aware of one reason that children sometimes resent a parent's attempt to help. At this point you are on the road to finding a good idea or issue for this paper.

TELLING OUR OWN STORY

When you tell your own story, you will naturally have to give some background about the situation in which your story takes place. Some elements the may need to be included are the year or your age at which your experience took place, the location or culture in which it took place, the family or social situation that affects the understanding of the story. Writing out as much as you can remember about these elements of background can mentally put you into the setting of your story and will help you to remember the details that made the story stick with you. (After you have completed a draft of the whole paper, you can then decide which of these elements will help a reader understand the experience and which can be eliminated.)

Recalling specific details about our experiences can be challenging. When we recall an experience, we usually remember our emotions and ideas we formed at the time. What we often forget are the details that led us to the feelings or ideas. To uncover those details, we need to ask ourselves questions like these: "Why did I feel that way?" (What details caused the feeling? What physical sensations told me that I had such emotions?) "Why did I think he was disappointed with my performance?" (What about his appearance or actions indicated that he was disappointed?) We may be able to answer these questions with details like these: "I knew I was embarrassed by what I had done because I felt my face get hot. Then I couldn't look at my dad; all I could look at was my shoes. I knew he was disappointed with me because his lips got thin, he cocked his head as if to ask, 'What has happened to you?' and he didn't lecture me the way he did when I had made one of my normal childhood mistakes."

CONTENT OF YOUR STORY

Provide a detailed description of your experiences. You want to enable the reader to experience the events of your story just as you did. To accomplish this goal, you will need to move beyond your feelings and impressions about the experiences. Sometimes it is even more effective if we do not mention the feelings and concentrate only on the details that display those feelings.

CONCRETE DETAILS: Concrete, specific details (not abstract or general ones). For example, "His eyes did not make contact with mine, and he walked slowly in an aimless pattern."

COMPARISONS: What does it look LIKE? For example, "He turned back and forth like a leaf oscillating in a gentle breeze."

INFERENCES:What specific details lead you to remember particular impressions? In this paper you might be tempted to report the memorable emotions of others. But you need to be sure to include some of the details that signaled the emotions. For example, "He must have been disappointed because he would not look directly at me or respond to my questions about my performance."

USE AN APPROPRIATE METHOD OF ORGANIZATION.

TIME (CHRONOLOGICAL) ORDER FOR TELLING A STORY

Since most experiences are remembered as stories, chronological order will probably work the best for recounting most of your experience. Just put the events in the same order in which they happened. But at some points you might have to mention events that happened at another time. For example, you might be describing how you broke your mother's vase, which had been given to her by her mother fifty years ago. If the gift of the vase is the only event from fifty years ago, it is quite appropriate to mention that fact when you are describing your breaking it.

SPATIAL ORDER FOR DESCRIBING APPEARANCE

Any time you want to describe an object—a bike, car, house, or anything that plays an important role in your experience—a spatial order will usually work well. This is the same order used for describing buildings in Chapter 18.

PROGRESSIVE ORDER (ORDER OF IMPORTANCE) FOR A SERIES OF ITEMS

When you describe three or more items, persons, or situations that cannot easily be put into chronological or spatial order, progressive order will often be a good choice. Progressive order puts things in a pattern from most _____ to least _____. You can fill in the blanks with any descriptive word that makes sense in talking about your experience. You can also use just the reverse order—from least _____ to most _____. For example, if you want to describe your relatives' responses to your misfortune, you could put them in order of most sympathetic to least sympathetic (or just the reverse).

PROVIDE TRANSITIONS.

To give your readers a clear idea of what to expect in each part of your paper, begin with a sentence or two that identifies the content of each section. Also, when you make major change in topic—for example, from the summary of the story to the issue it raises—explain the connection between the two. For example, you could use a sentence like this: "Gary Soto's feeling about his clothes is one that many teens have in that . . . [here you provide the idea that you see in Soto's story]."

SIGNALING TIME CHANGES

In describing the events, you need to provide appropriate signals to the timing of events. Avoid the unnecessary *and then* connectors. A reader of a story will normally assume the simple chronological order that *then* signals. But any point at which there is a gap in time or at which different events overlap, you need to indicate that fact with transitions like, "after ten minutes" or "while we were working at that job, my cousin started . . . ."

SIGNALING SPATIAL CHANGES

Transitions in a spatial organization are quite similar to those used in describing a building. If you are describing something that is quite standard in construction—for example a bike or a car—you may not need to tell where each part is in relationship to each other. You don't for example need to tell where a bike's handlebars are in relationship to the front wheel. But less standardized things, like a house, may require such transitions.

SIGNALING CONTINUATION AND PROGRESSIVE CHANGES

When using a progressive order, you need to make each sentence clearly refer either to the same item as the last one or to a different item. If, for example, you are talking about an aunt's sympathetic response to our situation, you need only refer to "she" or "her." However, when you refer to another aunt, you need to provide a transition like "Aunt Felicia wasn't as sympathetic as Aunt Emma." This kind of transition signals that you have moved on to another member of the family and that the relatives are arranged in order of their sympathies for us.

EXPLORATION 6 CHECKLIST

5. PLAN

- **DUE DATE IS _____**
- **LENGTH AND FORMAT**
- **LIMIT THE TOPIC:** Limit the topic to the following points:
  - A statement of one significant issue or idea that the story brings to mind (in 100-200 words). This statement could be a lesson that the story illustrated for the writer or for you. It could also be just a challenge that people face in life. The issue or idea does not have to summarize the whole story. It could be about only one small portion of the story. But explain in enough detail that readers can appreciate the concept.
  - A summary of the story in one of the assigned readings (in 200-300 words)
  - A story from your own experience that in some way deals with the same issue or idea (in 200 words or more). Make sure you include enough concrete details so that a reader can visualize how the issue or idea occurred in your life.

6. ORGANIZE

You may find it easier to start your rough draft with the summary of the story you have read. Then you can write about either the main idea (So what?) or about your own story. Finally, you should draft the remaining part. Although you can write a rough draft in any order, use the following order for the final draft.

- First, state a general issue or idea that you found in the story and connect it with the details of the story and your own experience.
- Second, identify the story and the author that are the basis of the assignment and summarize the story, with emphasis on details that illustrate a general issue or idea.
- Third, tell a story about your own experience which illustrates the same idea.

- Use an appropriate method of organizing each section:
  - CHRONOLOGICAL order for events of both stories (the author's and yours),
  - SPATIAL order for describing things,
  - PROGRESSIVE order for describing a series of things for which chronological and spatial order do not work (particularly in stating the issue or idea).

7. WRITE—INCLUDE

- **CONCRETE DETAILS:** Concrete, specific details (not abstract or general ones). For example, "His eyes did not make contact with mine, and he walked slowly in an aimless pattern."
- **COMPARISONS:** What does it look LIKE? For example, "He turned back and forth like a leaf oscillating in a gentle breeze."
- **INFERENCES**:What specific details lead you to remember particular impressions? For example, "He must have been disappointed because he would not look directly at me or respond to my questions about my performance."

8. EVALUATE AND REVISE—TRANSITIONS ETC.

- The topic is limited.
- The organization follows an appropriate order.
- The paper contains adequate details, comparisons, and inferences.
- **TRANSITIONS**
  - Signal clearly when you move from one section of the paper to the next.
  - Locate your own story's events in time by mentioning the year, the time of year, or your age at the time.
  - Wherever necessary, connect each detail with the preceding one in time, space, or progression.
- **Proofread out loud and check spelling, grammar, and punctuation.**

CHAPTER 21: SUPPORTING AN IDEA BOUT AN OBJECT—DRAWING AND SUPPORTING CONCLUSIONS—SPATIAL ORDER

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that a topic sentence, organization, and transitional devices are important to effectively present your reasoned opinion***
- ***Develop a method of analyzing details, inferences, and comparisons that will enable you to draw a reasoned opinion***
- ***Distinguish between reasoned opinions, matters of fact, and matters of personal taste***
- ***Compose one reasoned opinion in a clear and limited topic sentence***
- ***Support a topic sentence with concrete details, comparisons and inferences***
- ***Organize a paragraph in a spatial pattern***
- ***Connect ideas with a paragraph with transitional devices, particularly spatial terms***

REASONS FOR PARAGRAPH ASSIGNMENTS

The purpose of these assignments is to develop the skill of drawing broader inferences than those in earlier papers and supporting each inference with relevant concrete details. In these assignments we will report a conclusion (a reasoned opinion) near the beginning of a paragraph in what is called a topic sentence. The rest of each paragraph will then report the relevant concrete details that support our opinion. A reader of any college paper or business report will expect not only that we explain our thinking but also that we logically defend our thought. As an employee you may have a serious responsibility--for example, recommending disciplinary action for

another employee or recommending that your company acquire a new facility or produce a new line of products. In cases like these, your employer expects that you analyze all the relevant details and support your recommendation with significant supporting detail. Unless you can line up convincing details to support your recommendation, the employer will have some reason to doubt your recommendation and your usefulness to the company. Most writing assignments in college are designed to require the same kind of effort in order to develop those thinking skills required for success in both business and in life. The ability to draw reasoned opinions about objects and to support those opinions with factual details is important for people in the same academic and professional fields mentioned in earlier Chapter 18:

- Anthropologists
- Artists
- Literary critics
- Environmental scientists
- Geologists
- Healthcare professionals
- Buyers
- Real estate appraisers

PARAGRAPH CONSTRUCTION

Paragraphs are a writer's middle-sized unit of thought. The smaller unit is the sentence, which is defined by a subject and an assertion about that subject. The larger unit is the report, essay, or theme--all of which name a large piece of writing that contains several paragraphs and has a clearly defined purpose--including a subject and a specific idea about that subject. Paragraphing is a technique of organizing several sentences into a block of writing that has a specific, clear job function in development of the main idea of the report or essay. Without reference to the larger and smaller units of writing, the paragraph doesn't have a great deal of meaning. Despite that fact, this book contains several assignments for isolated paragraphs. Why? One reason is that these assignments will provide practice with the smaller units of writing before you tackle the larger, more complicated ones. Throughout these assignments you could consider each paragraph as just one paragraph in a series of paragraphs, all of which function together to support the main idea of a longer report. A second reason for paragraph assignments is that some short writing jobs--for example, short essays on tests--require just one paragraph.

THINKING ABOUT IT: PARAGRAPHS AND INFERENCES

One way to think about the paragraph is to compare it with some of the inferences that you have formulated in earlier papers. In those papers you have pointed out several possible conclusions that a specific detail could suggest. Writing paragraphs requires that we evaluate the possible conclusions and settle on one that makes the most sense. Then in constructing the paragraph we connect one conclusion with several details (in contrast with connecting one detail with several conclusions as we did in earlier papers). These two processes--connecting one detail with several conclusions and connecting one conclusion with several details--may seem contradictory, but they are not. The first one--imagining possible conclusions--is the creative, exploratory part of the writing process. The second one--supporting one conclusion--is the reasoning, evaluative part of the process. Both parts are necessary to write well; we cannot do the second part well unless we have done the first part.

Because the job of the paragraph is to support one major inference, all the sentences of the paragraph need to contribute to accomplishing that job. Each of the sentences of a paragraph should have some details that support the paragraph's main idea. Thus we can identify three characteristics of paragraph that demonstrates clear thinking:

- The sentences talk about the same subject (in contrast with the subjects covered in other paragraphs of a report).
- All of the sentences support one idea about the subject.
- No sentence can be eliminated without weakening the support for the paragraph's main idea.

THE TOPIC SENTENCE DEFINES THE PARAGRAPH.

Although all of these characteristics of paragraphs are important, the one that is probably the most challenging is the second one--making sure that the sentences of a paragraph support one idea about the subject. The key to making sure that the sentences support one idea is to make sure that every paragraph has a topic sentence. The ***topic sentence*** is simply the sentence that sums up the point of the whole paragraph. (If you are familiar with the term *thesis sentence*, you can think of the topic sentence as playing the same role in a paragraph as the thesis sentence plays in an essay.) Although the term *topic sentence* implies that its main job is to name the topic, its job involves much more. In addition to mentioning the topic, the topic sentence must link the topic to the paragraph's key concept--the general inference or reasoned opinion that we are presenting about the topic. When we have a well-phrased topic sentence, we can use it as a test

to evaluate the other sentences of the paragraph. When we look at each sentence of the paragraph, we should be able to see how it supports the idea of the topic sentence. If we cannot see the connection (or, more importantly, if a reader cannot see the connection), the sentence needs one of two remedies. It needs to be removed from the paragraph (and, perhaps, be placed in another paragraph where it would be more relevant). Or it needs an explanation of its connection to the topic sentence.

PLACEMENT OF THE TOPIC SENTENCE

Writers are often told that a topic sentence can be place in many different locations in a paragraph or can even be left entirely out of the paragraph as long as the main idea of the paragraph is clear. Though these pieces of advice are correct, you may notice in your reading that you can most easily read those pieces in which the author regularly places topic sentences near the beginnings of paragraphs. Because ease in reading is critical for our readers' understanding and appreciation of our idea, it is probably best to get into the habit of putting topic sentence near the beginning of paragraphs. On rereading our writing, we can then decide whether the placement is best or whether the paragraph would be just as effective if we omitted the topic sentence.

Although the topic sentence should normally be close to the beginning of the paragraph, it does not always have to be the first sentence. In most good expository writing, like the writing in most textbooks, the topic sentence is most frequently the first sentence of a paragraph. But it can almost as often be the second or third sentence of the paragraph. This placement is often required because the topic of the paragraph needs a sentence of introduction or a connection to the topic of the preceding paragraph. Thus writers sometimes use introducing or connecting sentence to focus our attention on the topic sentence and to make its relevance more evident. One way to verify the importance of putting the topic sentence near the paragraph's beginning is to look at one of your textbooks. Texts for subjects like history or psychology make the best examples because they usually have longer paragraphs than some others, like math. If you are underlining or highlighting important sentences in the text, looking at the book should reveal a pattern. A sentence near the beginning of most paragraphs should be marked because it is the main idea of the paragraph, the topic sentence. This is not to say that other sentences are not important enough to mark, but the topic sentences are almost always important enough to mark.

GUIDELINES FOR PARAGRAPH ASSIGNMENTS

Unless your instructor gives your different directions, each paragraph assignment should follow the following standards.

LENGTH

100-200 words--about 7 to 15 sentences

FORMAT

- Double space (skip every other line)
- Use a standard, black 12-point font
- Leave 1-inch margins on sides, top, and bottom

ROUGH AND FINAL DRAFTS:

Hand in at least one rough draft and a clean final copy. "Clean" means as free of spelling, grammar, and punctuation errors as you know how to make it.

SPECIAL ITEMS TO PROOFREAD FOR

On each paper your instructor may assign specific elements of grammar, punctuation, or spelling to proofread for. These are items which you have been covered in class and which you are now responsible for applying to your papers.

CONCLUSION 1: A PARAGRAPH ABOUT A BUILDING

REASONS FOR THIS ASSIGNMENT

This assignment requires writing a paragraph that supports one idea about a building--either the one you described in Exploration 2 or another building you can describe. Although most jobs do not require writing about buildings, buildings are a relatively easy topic to begin with because they do not create as much emotional involvement as people do. So it is easier to draw logical connections between details and the conclusion stated by our topic sentence. This assignment is not too different from actual assignments that people do in business or in the academic life. For instance, a real estate appraiser or a building inspector has to make a report to the company or customer about the value or condition of a building. One paragraph in the

report could very well be like the ones you write for this assignment. Those in academic fields also frequently have to support an opinion about an object. An archeologist, for example, might have to provide several details and inferences based upon them to support a major inference that a building was use as a dwelling, as a factory (e.g., for the production of pottery), or for religious ceremonies.

LIMIT THE TOPIC.

Write a paragraph about the building or house that you described in the Exploration 2 assignment (Chapter 18) or another one that you have described in detail (600 to 1500 words).

Limit the paragraph to ONE ASPECT of the building, to ONE PART of the building, or even to ONE ASPECT OF ONE PART of the building. For example, you could limit the paragraph to the marks or signs of use (one aspect). You could limit the paragraph to the entryway of the house. An even better choice would be to limit it to the inference that can be drawn from the marks of use on the entryway of the house. (See the illustration in the following explanation of the topic sentence.)

TOPIC SENTENCE

Near the beginning of the paragraph, provide a clear topic sentence that states a significant inference about the building, the main impression created by the aspect or part of the building that you have chosen. That impression may be an inference that you made in your earlier paper about the building (Exploration 2). Or it could be a new inference that emerges from your evaluation of all of the details of that paper. (See THINKING ABOUT IT: FINDING THE BIG IDEA below.) For example, your topic sentence could read, "The door of this house appears to have opened for many children over the years."

A good topic sentence should contain a key phrase that states a ***reasoned opinion*** about the building--an opinion that is supported by reasons. In the case of a paper like this one the reasons are in the concrete details that support the topic sentence. A reasoned opinion differs from matters of fact and matters of personal taste. ***Matters of fact*** are statements that should be reasonably obvious from observation or by reference to an accepted source of information. For example, "The house is painted a dark brown" is a matter of fact. Matters of fact are not good topics for a paragraph because they really require just a sentence or two to adequately state them. In addition, when readers cannot see for themselves, they usually base their acceptance of matters of fact on the trustworthiness of the person

making the statement rather than on the reasons for the statement. ***Matters of personal taste*** are statements that are based on person's individual likes or dislikes. For example, "The house is hideously ugly" is a matter of personal taste. Matters of personal taste make poor topic sentences because most readers are not interested in our personal likes or dislikes. The chart below shows why matters of reasoned opinion are the best choice for main ideas (in this case a topic sentence.

MATTER OF FACT	**MATTER OF REASONED OPINION**	**MATTER OF PERSONAL TASTE**
Easy agreement		Difficult agreement
Easy to find agreement by checking senses or reliable sources	Agreement can be found but only with adequate reasons	Very difficult to find agreement because likes and dislikes are very personal

PARAGRAPH EXERCISE 21-1: FACT, TASTE, AND REASONED OPINION

Evaluate each of these proposed topic sentences. Put each of them into a category—matter of fact (***F***), matter of reasoned opinion (***R***), or matter of personal taste (***T***). Put the correct letter in the blank at the end of each line. The first five sets have one of each kind of statement.

Set 1:

1. The three-story house on Yakima Street has bright white paint. _____
2. The three-story house on Yakima Street looks fabulous. _____
3. The owners of the three-story house on Yakima Street must take pride in their house. _____

Set 2:

1. A small house on Gig Harbor is really cute. _____
2. A small house on Gig Harbor appears to be decorated by a talented artist. _____
3. A small house on Gig Harbor has been painted several different shades of gray. _____

Set 3:

1. The owners of the house near Point Defiance have put furniture on their spacious front porch. _____
2. The owners of the house near Point Defiance must enjoy entertaining on their front porch. _____
3. The owners of the house near Point Defiance have created a wonderful impression with their decoration of their front porch. _____

Set 4:

1. An old house on Military Road must not have been inhabited for several years. _____
2. An old house on Military Road has decrepit roof, windows, doors, and siding. _____
3. An old house on Military Road is a disgrace to the neighborhood. _____

Set 5:

1. The front door of the house on 84th Street is really attractive. _____
2. The front door of the house on 84th Street is wide and made of oak. _____
3. The front door of the house on 84th Street shows that the owners want to welcome visitors. _____

Set 6:

1. This house in Oak Harbor has undergone several different periods of remodeling. _____
2. A house on North 17th Street really caught my eye. _____
3. The owners of a house on South Orchard Street must have just mowed their grass. _____
4. The owners of a house in Shelton don't seem capable of throwing out old machines. _____
5. There is a three-car garage on the left side of this building in Port Orchard. _____
6. This house in the Proctor District looks very uninteresting. _____
7. This house in Lakewood seems to be home to a wide range of pets. _____
8. The porch on the right side of this house in Sumner has what appears to be a porch swing. _____
9. The trees in the planting bed in front of the Safeway store are many different shapes and colors. _____
10. The owners of this house in Puyallup seem to like outdoor sports. _____
11. The owners of a house in Auburn seem to like flowers. _____
12. The owners of a small house in Bremerton must be really strange. _____

THINKING ABOUT IT: FINDING THE BIG IDEA

In order to find the big idea--one significant enough to make a good topic sentence for a paragraph--you may find one or more of the following strategies helpful.

QUESTION YOUR DETAILS.

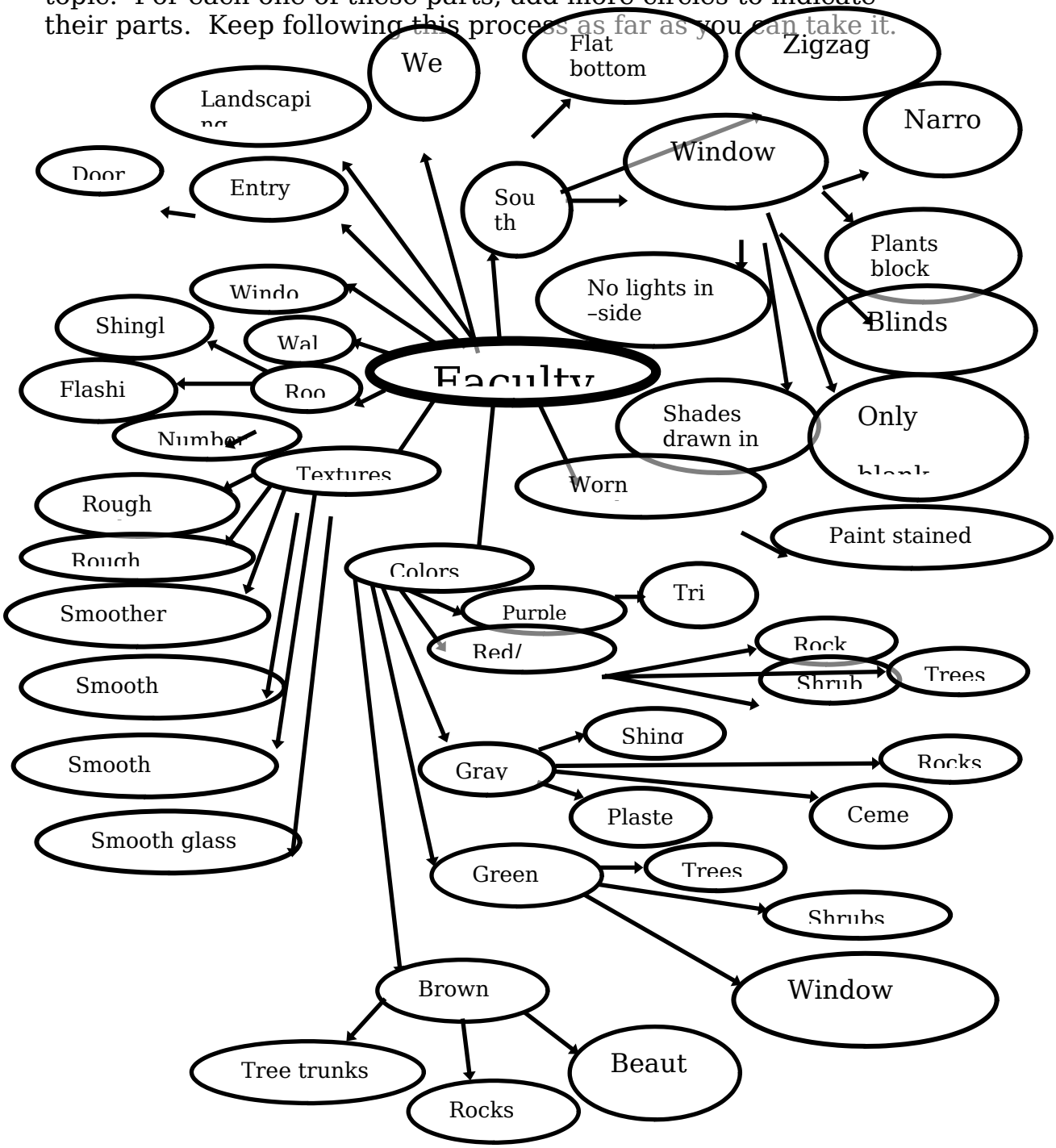
To find a topic sentence that goes beyond matters of fact, you need to consider ideas that go beyond what can be easily seen or assumed. In talking about a building, you can begin to think about the people who own or use the building. Making inferences about the people or what they have done to the building could give you an appropriate topic sentence. You might ask yourself what your details can say in answer to the following questions:

1. What kind of people live in or frequent this building?
2. What are their values or attitudes toward the building, responsibilities, life, and other people?
3. What has happened in and to the building?
4. How was it built or how has it been changed during its history?
5. What was the building's designer or builder thinking?
6. How has it been used or abused?

USE MIND MAPPING TO DRAFT A TOPIC SENTENCE.

Mind mapping is a technique for exploring and analyzing our ideas and for creating some order in them. In this process we visualize connections between parts of our topic and between those parts and other topics. The next page illustrates the first of couple of steps that will help in developing your ideas.

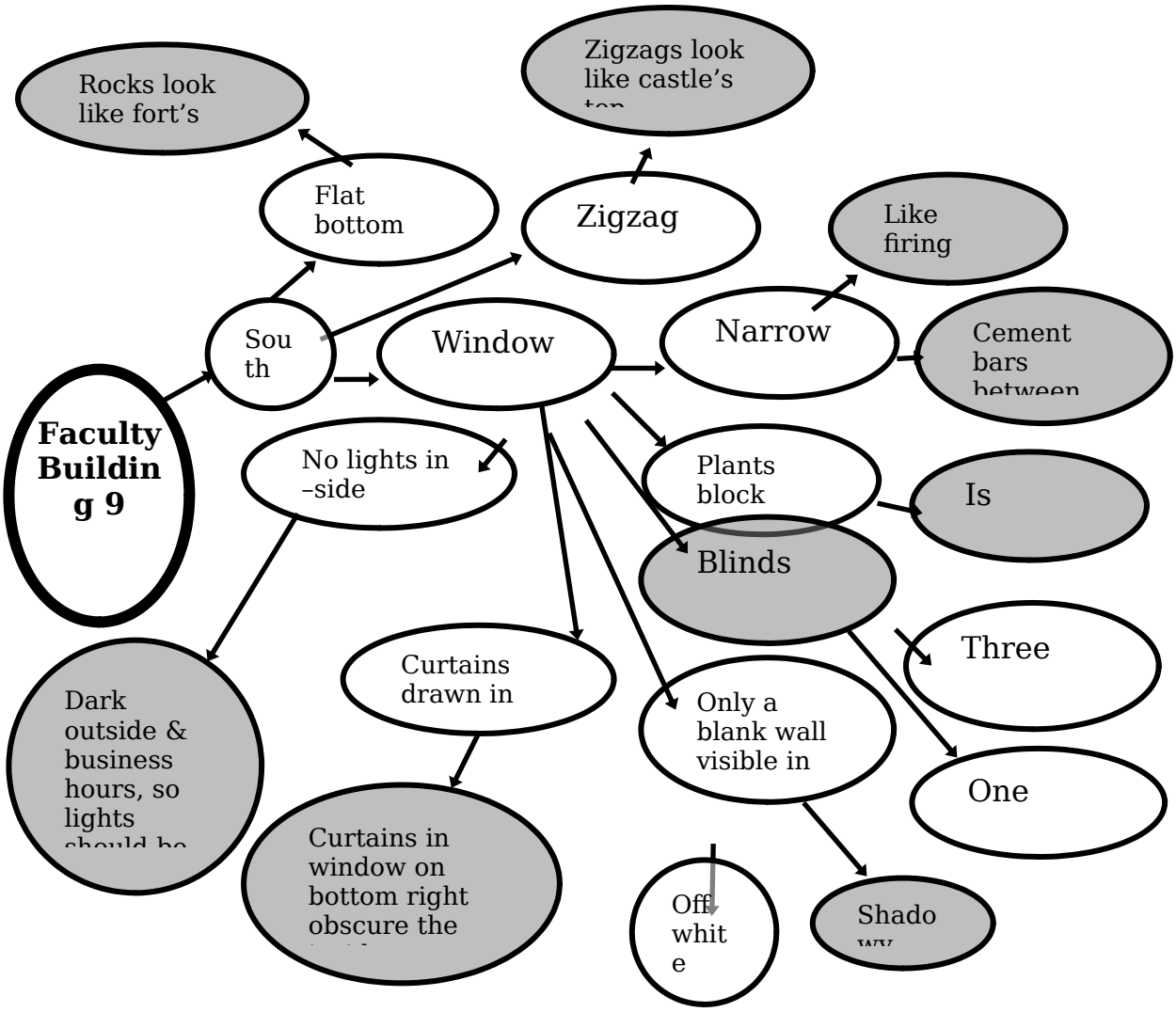
1. To create a mind map, begin by drawing a circle in the middle of a page. Label that circle with your topic. Then start to draw other circles around that the first one to represent parts of the larger topic. For each one of these parts, add more circles to indicate their parts. Keep following this process as far as you can take it.



Notice that in this example some the major categories are parts of the building, like roof, walls, and other categories are aspects, like colors and textures. Many of the details fit two or more of the categories. For example, the shrubs are mapped under different colors and under

the windows on the south side of the building. At this point in your thinking, you can allow for duplication of details.

Identify areas of your topic that seem particularly rich in details, significance, or connection with your interests or experience. Limit the original topic to just one of these rich parts. Then remap that part by adding circles that represent specific examples, significance of details, or connections with completely separate topics or with parts of the original, larger topic.



In this revised mapping, notice the shaded circles. They represent some inferences and comparisons that can lead to the drafting of a topic sentence. Where can you draw connections between these inferences and comparisons? What kind of larger inference can you write that will summarize most of the inferences in shaded circles?

PARAGRAPH BODY

The body of the paragraph contains all the information--details and explanations of them--that support the topic sentence.

CONCRETE DETAILS

The primary material of the body of the paragraph should be the concrete details that support the topic sentence. The challenge at this point is to keep the details as concrete as they were in our original observation of the building. We are constantly tempted to summarize several concrete details in one sentence. For example, you might want to say that several parts of a house have been worn by people's passing by instead of describing the kind of wear at each point of the house. It is more affecting to say something like this: "The *dull red* paint has been worn away from the *right side* of the door sill, and even some of the wood from the sill seems to have worn away by the feet of the children who have *shuffled* over it." Though summary is necessary in some kinds of writing, that kind of writing lacks the emotional impact that the concrete details do.

Be sure that the details that you include support the idea of your topic sentence. Extra details that are only interesting to you may not help your readers to appreciate the accuracy of your topic sentence. When a paper is filled with unnecessary words, they weaken the effect of the good details in the paragraph. Almost any details that support your topic sentence are good ones. You may find additional useful details in your rough draft, in your memory of the building, or even in another visit to the building. Almost any details but invented ones are acceptable.

COMPARISONS AND INFERENCE

A comparison that helps to support your topic sentence will improve the paragraph. A brief comparison can often say as much as several sentences of concrete details. A comparison may be one in the original paper about the building or one that becomes apparent from your analysis of your details. As with the details, you should avoid comparisons that are entertaining but that do not support the topic sentence.

Although the entire structure of the paragraph--topic sentence and details--is based on a large inference, often other inferences are needed to support the larger one. For example, if your paragraph is

based on the inference that details of belongings around a house show that the owner of is forgetful, you might mention a rake in the yard. Just the fact that there is a rake in the yard doesn't clearly say that the owner is forgetful. You need to add the extra step of saying that the rake's lying in deep grass indicates that the owner probably was interrupted in the middle of yard work and hasn't *remembered* the job that he had started weeks ago. Drawing a connection between the rake and the deep grass illustrates one job long forgotten, which in turn illustrated a poor memory.

USE A SPATIAL ORGANIZATION.

To help readers recognize your subject, the beginning of the paragraph should identify the building you are talking about. To do so, you could mention its location, name, or some distinguishing feature. If you need an extra sentence for this job, you should put it before the sentence that states your main idea about the building, the topic sentence. After the topic sentence, the paragraph should follow a spatial organization, just as the paper on which it was based did. But exactly the same organization may not work. The original paragraph may have begun at the top of a house and worked down. But this paragraph's details may be limited to ones that involve just the yard and porch of the house. Since these details are on very close to the same level, a left to right or right to left order may be more appropriate than the original order. Finally, if a paragraph is long (around 200 words) or if it has to stand alone (outside of a longer piece of writing), you may want to end the paragraph with a sentence that refers to the key concept in the topic sentence. A simple repetition of the topic sentence sounds redundant, but an indirect reference to the key concept will reinforce the paragraph's main idea.

PROVIDE TRANSITIONS.

One of the most important techniques writers use to show the clarity of their thinking is the use of transitional expressions. These expressions identify for the readers specific connections that the writer wants them to see. Here are some of the ways in which you can connect ideas within this kind of paragraph.

- Identify the starting point for your supporting details so that your readers can connect the details to a general picture of the building.
- Link each sentence to the preceding one by using directional transitions. Each time you move from one part of the building to another, explain clearly where you are going--which

direction and how far--for example, "two feet to the right of the door."

- Link each sentence to the topic of the paragraph and to preceding sentences by using repetition, synonyms, and pronouns. You can use a word like *building* a few times in a paragraph. You can also use synonyms like *structure*, *shop*, or *house*. Another way of linking ideas is to use obviously connected terms. For example, a reader can easily see that terms like *door*, *window*, and *wall*, refer to those parts of the building or house that the paragraph discusses.
- Link sentences with pronouns--like *it, they, he,* and *she.* Correct use of these terms will show how a sentence is related to the preceding one and to the topic sentence.
- Link supporting sentences to the key concept of the paragraph by using repetition and synonyms. For example, if your key concept relies on marks that have been made on a building, you could actually repeat the word *marks,* or you could use words that refer to specific kinds of marks, like *scrape, scratch, smudge, spot, blotch*, or *smear*.
- Finally, there are cases where you just want to signal that you have another detail that supports the topic sentence very much as the preceding one does. In those cases you may want to use transitional words that signal a similarity, words like *also, too, as well, additionally, moreover, further*, and *furthermore*.

The exercise on the next page will give you some practice at spotting the use of the topic sentence and the use of transitions devices like directional links, pronouns, repetition, synonyms, and transitional terms.

PARAGRAPH EXERCISE 21-2: TOPIC SENTENCE AND TRANSITIONAL DEVICES

(1) The front door of the red house in Longbranch must have been opened for many children over the years. (2) Little feet have cut a path from the play yard at the right of the house, across the grass, up the steps and over the porch to the front door. (3) On the porch the path, cut through the dull paint, is partly blockaded by children's toys. (4) To the right of the path sits a red and white tricycle with one lopsided wheel. (5) Also, a rainbow of brightly colored plastic blocks arcs across the path and the left half of the porch. (6) Moreover, the red paint has also been worn away from the right side of the door sill, and even some of the wood of the sill seems to have been rubbed away by the feet of the children who have shuffled over it. (7) The screen of the screen door has been pushed out of its frame by little hands. (8) Dirty fingers have also left smudges around the screen door's handle and around the doorbell. (9) The fingers	**For the adjacent paragraph mark the following items:** 1. the topic sentence 2. a ending reference to the topic sentence 3. a sentence that identifies the starting point and method of organization 4. words that refer in some way to children 5. words that provide evidence the key concept (children's presence) 6. words that show where the details are (directional links) 7. words that are used to connect sentences in other ways [If you wish, you can use the markings included with the items listed above use or use any marking you want to distinguish the items.]

CONCLUSION 1 CHECKLIST

9. PLAN

- **DUE DATE IS _____**
- **LENGTH AND FORMAT**
- **LIMIT THE TOPIC:** Limit the topic to one major inference about one part or one aspect or one part of one aspect of the building.
- **MAIN IDEA [TOPIC SENTENCE]:** Near the beginning of the paragraph, provide a topic sentence that clearly states one important idea about the building.
  - Limit (narrow) the topic and the key concept about the topic.
  - Avoid matters of fact and personal taste.

10. ORGANIZE

- Begin with an identification of the building.
- State the topic sentence.
- Use a SPATIAL organization for the supporting details, comparisons, and inferences.
- (Optional) End with a reference to the idea of the topic sentence.

11. WRITE—IN THE BODY OF THE PARAGRAPH INCLUDE

- **CONCRETE DETAILS:** Provide concrete details that support the topic sentence.
- **COMPARISONS:** Provide comparisons that support the topic sentence.
- **INFERENCES**: Provide clear explanations of details so that readers can easily see how they support the topic sentence.

12. EVALUATE AND REVISE

- **MAIN IDEA [TOPIC SENTENCE]**
  - Limited
  - Not a matter of fact or personal taste
- **ORGANIZATION**
  - Begin with identification of building and topic sentence.
  - Use spatial organization for the rest of the paragraph.
- **DETAILS, COMPARISONS AND INFERNECES** provide adequate support for the main ideas.
- **TRANSITIONS**
  - Identify your starting point.
  - Wherever helpful, link each detail by direction and distance from the location of the previous detail.
  - Use repetition and linking terms to emphasize how each sentence is related to the preceding one and to the idea of the topic sentence.
- **Proofread out loud and check spelling, grammar, and punctuation.**

- **SPECIAL ITEMS TO PROOFREAD FOR:_____**

PARAGRAPH EXERCISE 21-3: EVALUATION OF PARAGRAPHS

INSTRUCTIONS: Evaluate and grade each of these six paragraphs according to the Conclusion 1 Checklist. Be sure to identify the topic sentence. Decide whether the topic sentence avoids matters of fact and personal taste. Evaluate it for narrowness (how well its topic and the key concept are limited). Evaluate the details for amount, concreteness, and relevance to the topic sentence. Evaluate the organization and transitions. (You may also evaluate the paragraph for grammar, punctuation, and spelling if they have a major effect on your opinion of the paragraph.)

1. The best feature of the house is the large double doors. The doors are oversized as if they were expecting to bring in large items through them. On each side are large windows and a window at the top in the shape of a half circle made of stained glass. The door is made of oak and has brass knobs and door knockers. There are large dried floral wreaths on each door to help add to the welcome look. At the bottom of the door are brass kick plates and the door has a small muddy had print that appears to belong to a child that lives there.

2. The double front doors of the Lutheran Church in Brown's Point are an inviting welcome to parishioners. A gray, aggregate concrete path winds its way to the porch through freshly mowed grass that smells of spring. Rhododendrons grow amidst other deciduous shrubs inside two, seven-foot square flowerbeds flanking the entrance. An open rectangular porch shelters the doors as well as a modest, wooden bench like the kind you would find in front of an old general store. The doors themselves are made of wood, painted a Technicolor forest green and have shiny golden knobs. Early morning sunshine filters into both sides of the doors through six, one-foot square windows which are embellished with stained glass and add to the effect of warmth and light to this pleasant, little church on the hill in Brown's Point.

3. Churches are beautiful and useful even though they are old. This church is in a residential area surrounded by houses. There are always cars in its parking lot; as if someone is always home. I see on top of a worn, gray, shingled roof a beautiful stain glass window. Usually most churches use natural sun light to illuminate the parish room. Stain glass makes it so much more beautiful on the inside to see the many colors of light. Further down the cracked and weathered red bricks. I see another window, but this one is larger. The window has light lacy curtains; opened to a wall covered in children's art work that probably is a classroom or a Sunday school room. People could possibly rehearse choir verses in the main parish room however; this always seems so mystical and beautiful when you hear a good choir. Also this church could be used for weddings,

receptions, or any event to benefit good people. Yet this is a very beautiful place to hold events and its age only makes it more becoming.

4. It is obvious that the owners of this suburban home are the least bit concerned with the appearance of their cedar fence, and only concerned with its duties. This cedar fence surrounds the whole back half of the house, so it is most likely used for privacy, to keep noise pollution out, or maybe even to keep small children and animals in. This is obvious due to its over bearing height. The fence is weathered and greatly stained from nails that have leaked rust. Also, there are maple trees that stand next to the fence that have lost their leaves. The leaves have deteriorated on the fence, which has made it appear moldy and slimy, much like the skin of a dead fish. At the end of the right side of the fence, four dirt brown polls have been replaced. Maybe the fence had rotted or had been broken. It is clear that the owners of this suburban home are pleased with the duties of the fence, and plan to keep it standing.

5. The big front glassy windows of the new white house on Norpoint Way seems to be for siniors. Because even from 3 meters further of the house you can see the inside of the house, because the inside has very light and is good for inhabitance to live there. So they can see things and find thing very well. The front door of the house is also white and has a gold knob and there is no steps at the main door, So siniors can entered the house easily. There is an almost small yard in front of the house which is full of red flowers and potato bushes. Probably the people who are living there like to spend their time raising plants.

6. The front yard tries its hardest to hide the gray house. The brown and yellow dried grass stands tall, two and a half feet tall to be exact. It has not been mowed or even watered in a very long time. To the right there is an eight to ten foot tall rhododendron, which hides the six foot glass window. To the left there is another rhododendron, also brown and yellow, it appears to have never been pruned. Overgrown black berry bushes cling to the side of the house, growing up the side to catch any rays of the sun it can. Between the house and the road is the only real color in the front yard, which is a fifteen foot tall purple plum tree. Driving by this house you could easily miss it, seeing only the over growth of all the bushes, trees, and grass.

CHAPTER 21: SUPPORTING AN IDEA BOUT AN OBJECT—DRAWING AND SUPPORTING CONCLUSIONS—SPATIAL ORDER

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that a topic sentence, organization, and transitional devices are important to effectively present your reasoned opinion***
- ***Develop a method of analyzing details, inferences, and comparisons that will enable you to draw a reasoned opinion***
- ***Distinguish between reasoned opinions, matters of fact, and matters of personal taste***
- ***Compose one reasoned opinion in a clear and limited topic sentence***
- ***Support a topic sentence with concrete details, comparisons and inferences***
- ***Organize a paragraph in a spatial pattern***
- ***Connect ideas with a paragraph with transitional devices, particularly spatial terms***

REASONS FOR PARAGRAPH ASSIGNMENTS

The purpose of these assignments is to develop the skill of drawing broader inferences than those in earlier papers and supporting each inference with relevant concrete details. In these assignments we will report a conclusion (a reasoned opinion) near the beginning of a paragraph in what is called a topic sentence. The rest of each paragraph will then report the relevant concrete details that support our opinion. A reader of any college paper or business report will expect not only that we explain our thinking but also that we logically defend our thought. As an employee you may have a serious responsibility--for example, recommending disciplinary action for

another employee or recommending that your company acquire a new facility or produce a new line of products. In cases like these, your employer expects that you analyze all the relevant details and support your recommendation with significant supporting detail. Unless you can line up convincing details to support your recommendation, the employer will have some reason to doubt your recommendation and your usefulness to the company. Most writing assignments in college are designed to require the same kind of effort in order to develop those thinking skills required for success in both business and in life. The ability to draw reasoned opinions about objects and to support those opinions with factual details is important for people in the same academic and professional fields mentioned in earlier Chapter 18:

- Anthropologists
- Artists
- Literary critics
- Environmental scientists
- Geologists
- Healthcare professionals
- Buyers
- Real estate appraisers

PARAGRAPH CONSTRUCTION

Paragraphs are a writer's middle-sized unit of thought. The smaller unit is the sentence, which is defined by a subject and an assertion about that subject. The larger unit is the report, essay, or theme--all of which name a large piece of writing that contains several paragraphs and has a clearly defined purpose--including a subject and a specific idea about that subject. Paragraphing is a technique of organizing several sentences into a block of writing that has a specific, clear job function in development of the main idea of the report or essay. Without reference to the larger and smaller units of writing, the paragraph doesn't have a great deal of meaning. Despite that fact, this book contains several assignments for isolated paragraphs. Why? One reason is that these assignments will provide practice with the smaller units of writing before you tackle the larger, more complicated ones. Throughout these assignments you could consider each paragraph as just one paragraph in a series of paragraphs, all of which function together to support the main idea of a longer report. A second reason for paragraph assignments is that some short writing jobs--for example, short essays on tests--require just one paragraph.

THINKING ABOUT IT: PARAGRAPHS AND INFERENCES

One way to think about the paragraph is to compare it with some of the inferences that you have formulated in earlier papers. In those papers you have pointed out several possible conclusions that a specific detail could suggest. Writing paragraphs requires that we evaluate the possible conclusions and settle on one that makes the most sense. Then in constructing the paragraph we connect one conclusion with several details (in contrast with connecting one detail with several conclusions as we did in earlier papers). These two processes--connecting one detail with several conclusions and connecting one conclusion with several details--may seem contradictory, but they are not. The first one--imagining possible conclusions--is the creative, exploratory part of the writing process. The second one--supporting one conclusion--is the reasoning, evaluative part of the process. Both parts are necessary to write well; we cannot do the second part well unless we have done the first part.

Because the job of the paragraph is to support one major inference, all the sentences of the paragraph need to contribute to accomplishing that job. Each of the sentences of a paragraph should have some details that support the paragraph's main idea. Thus we can identify three characteristics of paragraph that demonstrates clear thinking:

- The sentences talk about the same subject (in contrast with the subjects covered in other paragraphs of a report).
- All of the sentences support one idea about the subject.
- No sentence can be eliminated without weakening the support for the paragraph's main idea.

THE TOPIC SENTENCE DEFINES THE PARAGRAPH.

Although all of these characteristics of paragraphs are important, the one that is probably the most challenging is the second one--making sure that the sentences of a paragraph support one idea about the subject. The key to making sure that the sentences support one idea is to make sure that every paragraph has a topic sentence. The ***topic sentence*** is simply the sentence that sums up the point of the whole paragraph. (If you are familiar with the term *thesis sentence*, you can think of the topic sentence as playing the same role in a paragraph as the thesis sentence plays in an essay.) Although the term *topic sentence* implies that its main job is to name the topic, its job involves much more. In addition to mentioning the topic, the topic sentence must link the topic to the paragraph's key concept--the general inference or reasoned opinion that we are presenting about the topic. When we have a well-phrased topic sentence, we can use it as a test

to evaluate the other sentences of the paragraph. When we look at each sentence of the paragraph, we should be able to see how it supports the idea of the topic sentence. If we cannot see the connection (or, more importantly, if a reader cannot see the connection), the sentence needs one of two remedies. It needs to be removed from the paragraph (and, perhaps, be placed in another paragraph where it would be more relevant). Or it needs an explanation of its connection to the topic sentence.

PLACEMENT OF THE TOPIC SENTENCE

Writers are often told that a topic sentence can be place in many different locations in a paragraph or can even be left entirely out of the paragraph as long as the main idea of the paragraph is clear. Though these pieces of advice are correct, you may notice in your reading that you can most easily read those pieces in which the author regularly places topic sentences near the beginnings of paragraphs. Because ease in reading is critical for our readers' understanding and appreciation of our idea, it is probably best to get into the habit of putting topic sentence near the beginning of paragraphs. On rereading our writing, we can then decide whether the placement is best or whether the paragraph would be just as effective if we omitted the topic sentence.

Although the topic sentence should normally be close to the beginning of the paragraph, it does not always have to be the first sentence. In most good expository writing, like the writing in most textbooks, the topic sentence is most frequently the first sentence of a paragraph. But it can almost as often be the second or third sentence of the paragraph. This placement is often required because the topic of the paragraph needs a sentence of introduction or a connection to the topic of the preceding paragraph. Thus writers sometimes use introducing or connecting sentence to focus our attention on the topic sentence and to make its relevance more evident. One way to verify the importance of putting the topic sentence near the paragraph's beginning is to look at one of your textbooks. Texts for subjects like history or psychology make the best examples because they usually have longer paragraphs than some others, like math. If you are underlining or highlighting important sentences in the text, looking at the book should reveal a pattern. A sentence near the beginning of most paragraphs should be marked because it is the main idea of the paragraph, the topic sentence. This is not to say that other sentences are not important enough to mark, but the topic sentences are almost always important enough to mark.

GUIDELINES FOR PARAGRAPH ASSIGNMENTS

Unless your instructor gives your different directions, each paragraph assignment should follow the following standards.

LENGTH

100-200 words--about 7 to 15 sentences

FORMAT

- Double space (skip every other line)
- Use a standard, black 12-point font
- Leave 1-inch margins on sides, top, and bottom

ROUGH AND FINAL DRAFTS:

Hand in at least one rough draft and a clean final copy. "Clean" means as free of spelling, grammar, and punctuation errors as you know how to make it.

SPECIAL ITEMS TO PROOFREAD FOR

On each paper your instructor may assign specific elements of grammar, punctuation, or spelling to proofread for. These are items which you have been covered in class and which you are now responsible for applying to your papers.

CONCLUSION 1: A PARAGRAPH ABOUT A BUILDING

REASONS FOR THIS ASSIGNMENT

This assignment requires writing a paragraph that supports one idea about a building--either the one you described in Exploration 2 or another building you can describe. Although most jobs do not require writing about buildings, buildings are a relatively easy topic to begin with because they do not create as much emotional involvement as people do. So it is easier to draw logical connections between details and the conclusion stated by our topic sentence. This assignment is not too different from actual assignments that people do in business or in the academic life. For instance, a real estate appraiser or a building inspector has to make a report to the company or customer about the value or condition of a building. One paragraph in the

report could very well be like the ones you write for this assignment. Those in academic fields also frequently have to support an opinion about an object. An archeologist, for example, might have to provide several details and inferences based upon them to support a major inference that a building was use as a dwelling, as a factory (e.g., for the production of pottery), or for religious ceremonies.

LIMIT THE TOPIC.

Write a paragraph about the building or house that you described in the Exploration 2 assignment (Chapter 18) or another one that you have described in detail (600 to 1500 words).

Limit the paragraph to ONE ASPECT of the building, to ONE PART of the building, or even to ONE ASPECT OF ONE PART of the building. For example, you could limit the paragraph to the marks or signs of use (one aspect). You could limit the paragraph to the entryway of the house. An even better choice would be to limit it to the inference that can be drawn from the marks of use on the entryway of the house. (See the illustration in the following explanation of the topic sentence.)

TOPIC SENTENCE

Near the beginning of the paragraph, provide a clear topic sentence that states a significant inference about the building, the main impression created by the aspect or part of the building that you have chosen. That impression may be an inference that you made in your earlier paper about the building (Exploration 2). Or it could be a new inference that emerges from your evaluation of all of the details of that paper. (See THINKING ABOUT IT: FINDING THE BIG IDEA below.) For example, your topic sentence could read, "The door of this house appears to have opened for many children over the years."

A good topic sentence should contain a key phrase that states a ***reasoned opinion*** about the building--an opinion that is supported by reasons. In the case of a paper like this one the reasons are in the concrete details that support the topic sentence. A reasoned opinion differs from matters of fact and matters of personal taste. ***Matters of fact*** are statements that should be reasonably obvious from observation or by reference to an accepted source of information. For example, "The house is painted a dark brown" is a matter of fact. Matters of fact are not good topics for a paragraph because they really require just a sentence or two to adequately state them. In addition, when readers cannot see for themselves, they usually base their acceptance of matters of fact on the trustworthiness of the person

making the statement rather than on the reasons for the statement. ***Matters of personal taste*** are statements that are based on person's individual likes or dislikes. For example, "The house is hideously ugly" is a matter of personal taste. Matters of personal taste make poor topic sentences because most readers are not interested in our personal likes or dislikes. The chart below shows why matters of reasoned opinion are the best choice for main ideas (in this case a topic sentence.

MATTER OF FACT	**MATTER OF REASONED OPINION**	**MATTER OF PERSONAL TASTE**
Easy agreement		Difficult agreement
Easy to find agreement by checking senses or reliable sources	Agreement can be found but only with adequate reasons	Very difficult to find agreement because likes and dislikes are very personal

PARAGRAPH EXERCISE 21-1: FACT, TASTE, AND REASONED OPINION

Evaluate each of these proposed topic sentences. Put each of them into a category—matter of fact (***F***), matter of reasoned opinion (***R***), or matter of personal taste (***T***). Put the correct letter in the blank at the end of each line. The first five sets have one of each kind of statement.

Set 1:

4. The three-story house on Yakima Street has bright white paint. _____
5. The three-story house on Yakima Street looks fabulous. _____
6. The owners of the three-story house on Yakima Street must take pride in their house. _____

Set 2:

4. A small house on Gig Harbor is really cute. _____
5. A small house on Gig Harbor appears to be decorated by a talented artist. _____
6. A small house on Gig Harbor has been painted several different shades of gray. _____

Set 3:

4. The owners of the house near Point Defiance have put furniture on their spacious front porch. _____
5. The owners of the house near Point Defiance must enjoy entertaining on their front porch. _____
6. The owners of the house near Point Defiance have created a wonderful impression with their decoration of their front porch. _____

Set 4:

4. An old house on Military Road must not have been inhabited for several years. _____
5. An old house on Military Road has decrepit roof, windows, doors, and siding. _____
6. An old house on Military Road is a disgrace to the neighborhood. _____

Set 5:

4. The front door of the house on 84th Street is really attractive. _____
5. The front door of the house on 84th Street is wide and made of oak. _____
6. The front door of the house on 84th Street shows that the owners want to welcome visitors. _____

Set 6:

13. This house in Oak Harbor has undergone several different periods of remodeling. _____
14. A house on North 17th Street really caught my eye. _____
15. The owners of a house on South Orchard Street must have just mowed their grass. _____
16. The owners of a house in Shelton don't seem capable of throwing out old machines. _____
17. There is a three-car garage on the left side of this building in Port Orchard. _____
18. This house in the Proctor District looks very uninteresting. _____
19. This house in Lakewood seems to be home to a wide range of pets. _____
20. The porch on the right side of this house in Sumner has what appears to be a porch swing. _____
21. The trees in the planting bed in front of the Safeway store are many different shapes and colors. _____
22. The owners of this house in Puyallup seem to like outdoor sports. _____
23. The owners of a house in Auburn seem to like flowers. _____
24. The owners of a small house in Bremerton must be really strange. _____

THINKING ABOUT IT: FINDING THE BIG IDEA

In order to find the big idea--one significant enough to make a good topic sentence for a paragraph--you may find one or more of the following strategies helpful.

QUESTION YOUR DETAILS.

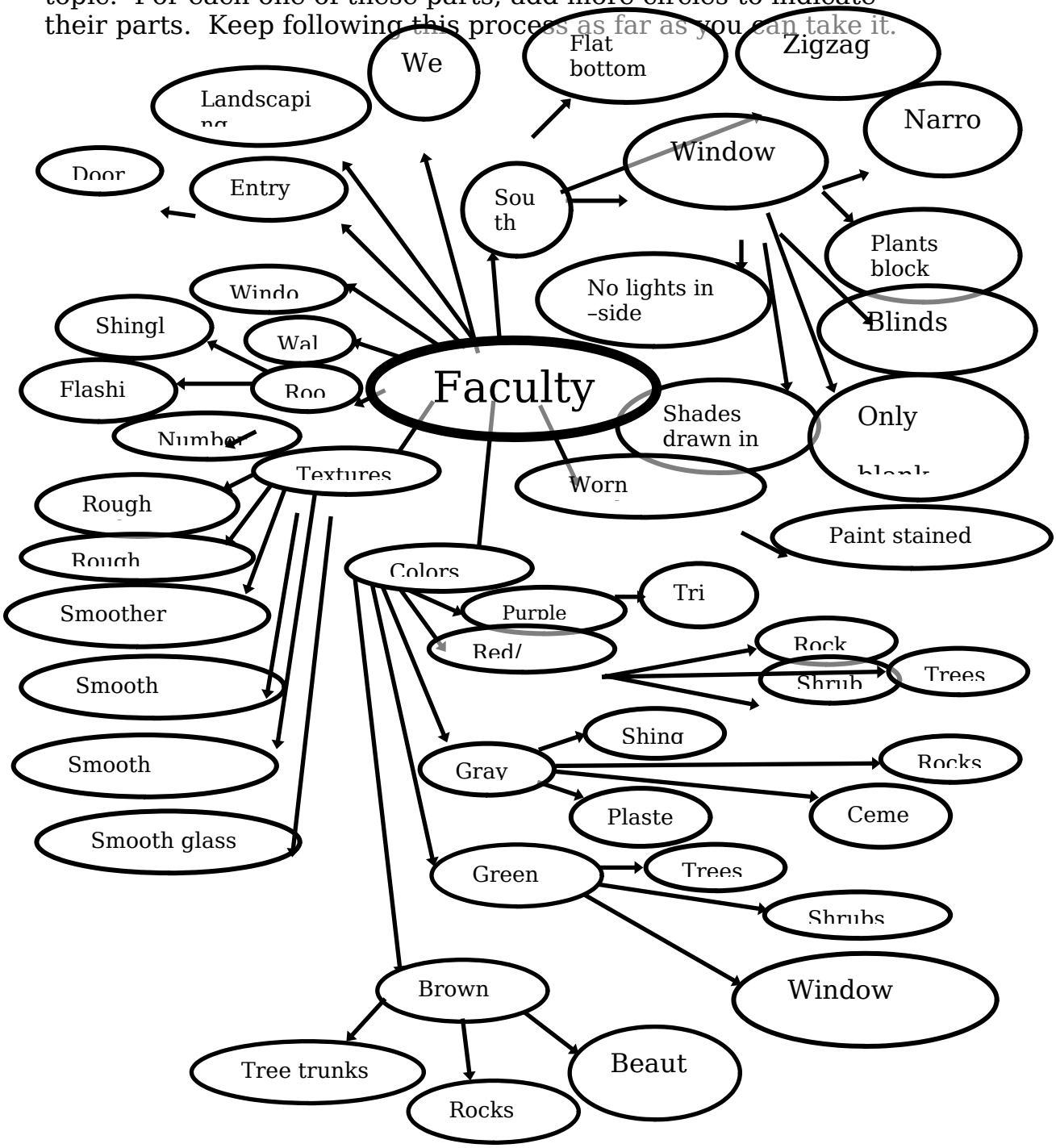
To find a topic sentence that goes beyond matters of fact, you need to consider ideas that go beyond what can be easily seen or assumed. In talking about a building, you can begin to think about the people who own or use the building. Making inferences about the people or what they have done to the building could give you an appropriate topic sentence. You might ask yourself what your details can say in answer to the following questions:

7. What kind of people live in or frequent this building?
8. What are their values or attitudes toward the building, responsibilities, life, and other people?
9. What has happened in and to the building?
10. How was it built or how has it been changed during its history?
11. What was the building's designer or builder thinking?
12. How has it been used or abused?

USE MIND MAPPING TO DRAFT A TOPIC SENTENCE.

Mind mapping is a technique for exploring and analyzing our ideas and for creating some order in them. In this process we visualize connections between parts of our topic and between those parts and other topics. The next page illustrates the first of couple of steps that will help in developing your ideas.

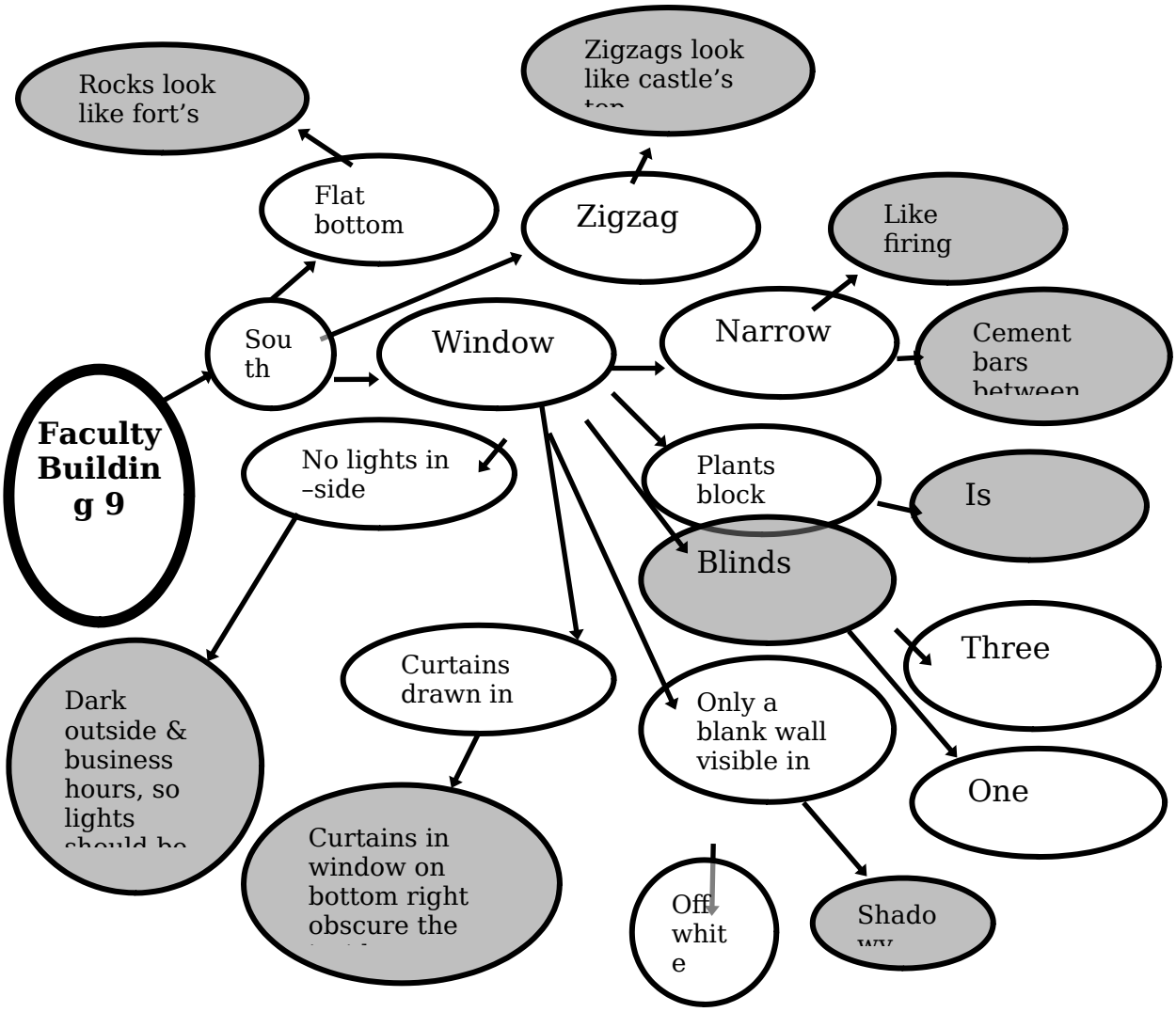
2. To create a mind map, begin by drawing a circle in the middle of a page. Label that circle with your topic. Then start to draw other circles around that the first one to represent parts of the larger topic. For each one of these parts, add more circles to indicate their parts. Keep following this process as far as you can take it.



Notice that in this example some the major categories are parts of the building, like roof, walls, and other categories are aspects, like colors and textures. Many of the details fit two or more of the categories. For example, the shrubs are mapped under different colors and under

the windows on the south side of the building. At this point in your thinking, you can allow for duplication of details.

Identify areas of your topic that seem particularly rich in details, significance, or connection with your interests or experience. Limit the original topic to just one of these rich parts. Then remap that part by adding circles that represent specific examples, significance of details, or connections with completely separate topics or with parts of the original, larger topic.



In this revised mapping, notice the shaded circles. They represent some inferences and comparisons that can lead to the drafting of a topic sentence. Where can you draw connections between these inferences and comparisons? What kind of larger inference can you write that will summarize most of the inferences in shaded circles?

PARAGRAPH BODY

The body of the paragraph contains all the information--details and explanations of them--that support the topic sentence.

CONCRETE DETAILS

The primary material of the body of the paragraph should be the concrete details that support the topic sentence. The challenge at this point is to keep the details as concrete as they were in our original observation of the building. We are constantly tempted to summarize several concrete details in one sentence. For example, you might want to say that several parts of a house have been worn by people's passing by instead of describing the kind of wear at each point of the house. It is more affecting to say something like this: "The *dull red* paint has been worn away from the *right side* of the door sill, and even some of the wood from the sill seems to have worn away by the feet of the children who have *shuffled* over it." Though summary is necessary in some kinds of writing, that kind of writing lacks the emotional impact that the concrete details do.

Be sure that the details that you include support the idea of your topic sentence. Extra details that are only interesting to you may not help your readers to appreciate the accuracy of your topic sentence. When a paper is filled with unnecessary words, they weaken the effect of the good details in the paragraph. Almost any details that support your topic sentence are good ones. You may find additional useful details in your rough draft, in your memory of the building, or even in another visit to the building. Almost any details but invented ones are acceptable.

COMPARISONS AND INFERENCE

A comparison that helps to support your topic sentence will improve the paragraph. A brief comparison can often say as much as several sentences of concrete details. A comparison may be one in the original paper about the building or one that becomes apparent from your analysis of your details. As with the details, you should avoid comparisons that are entertaining but that do not support the topic sentence.

Although the entire structure of the paragraph--topic sentence and details--is based on a large inference, often other inferences are needed to support the larger one. For example, if your paragraph is

based on the inference that details of belongings around a house show that the owner of is forgetful, you might mention a rake in the yard. Just the fact that there is a rake in the yard doesn't clearly say that the owner is forgetful. You need to add the extra step of saying that the rake's lying in deep grass indicates that the owner probably was interrupted in the middle of yard work and hasn't *remembered* the job that he had started weeks ago. Drawing a connection between the rake and the deep grass illustrates one job long forgotten, which in turn illustrated a poor memory.

USE A SPATIAL ORGANIZATION.

To help readers recognize your subject, the beginning of the paragraph should identify the building you are talking about. To do so, you could mention its location, name, or some distinguishing feature. If you need an extra sentence for this job, you should put it before the sentence that states your main idea about the building, the topic sentence. After the topic sentence, the paragraph should follow a spatial organization, just as the paper on which it was based did. But exactly the same organization may not work. The original paragraph may have begun at the top of a house and worked down. But this paragraph's details may be limited to ones that involve just the yard and porch of the house. Since these details are on very close to the same level, a left to right or right to left order may be more appropriate than the original order. Finally, if a paragraph is long (around 200 words) or if it has to stand alone (outside of a longer piece of writing), you may want to end the paragraph with a sentence that refers to the key concept in the topic sentence. A simple repetition of the topic sentence sounds redundant, but an indirect reference to the key concept will reinforce the paragraph's main idea.

PROVIDE TRANSITIONS.

One of the most important techniques writers use to show the clarity of their thinking is the use of transitional expressions. These expressions identify for the readers specific connections that the writer wants them to see. Here are some of the ways in which you can connect ideas within this kind of paragraph.

- Identify the starting point for your supporting details so that your readers can connect the details to a general picture of the building.
- Link each sentence to the preceding one by using directional transitions. Each time you move from one part of the building to another, explain clearly where you are going--which

direction and how far--for example, "two feet to the right of the door."

- Link each sentence to the topic of the paragraph and to preceding sentences by using repetition, synonyms, and pronouns. You can use a word like *building* a few times in a paragraph. You can also use synonyms like *structure*, *shop*, or *house*. Another way of linking ideas is to use obviously connected terms. For example, a reader can easily see that terms like *door*, *window*, and *wall*, refer to those parts of the building or house that the paragraph discusses.
- Link sentences with pronouns--like *it, they, he,* and *she.* Correct use of these terms will show how a sentence is related to the preceding one and to the topic sentence.
- Link supporting sentences to the key concept of the paragraph by using repetition and synonyms. For example, if your key concept relies on marks that have been made on a building, you could actually repeat the word *marks,* or you could use words that refer to specific kinds of marks, like *scrape, scratch, smudge, spot, blotch*, or *smear*.
- Finally, there are cases where you just want to signal that you have another detail that supports the topic sentence very much as the preceding one does. In those cases you may want to use transitional words that signal a similarity, words like *also, too, as well, additionally, moreover, further*, and *furthermore*.

The exercise on the next page will give you some practice at spotting the use of the topic sentence and the use of transitions devices like directional links, pronouns, repetition, synonyms, and transitional terms.

PARAGRAPH EXERCISE 21-2: TOPIC SENTENCE AND TRANSITIONAL DEVICES

(1) The front door of the red house in Longbranch must have been opened for many children over the years. (2) Little feet have cut a path from the play yard at the right of the house, across the grass, up the steps and over the porch to the front door. (3) On the porch the path, cut through the dull paint, is partly blockaded by children's toys. (4) To the right of the path sits a red and white tricycle with one lopsided wheel. (5) Also, a rainbow of brightly colored plastic blocks arcs across the path and the left half of the porch. (6) Moreover, the red paint has also been worn away from the right side of the door sill, and even some of the wood of the sill seems to have been rubbed away by the feet of the children who have shuffled over it. (7) The screen of the screen door has been pushed out of its frame by little hands. (8) Dirty fingers have also left smudges around the screen door's handle and around the doorbell. (9) The fingers have made more smudges on the glass of the narrow	**For the adjacent paragraph mark the following items:** 8. the topic sentence 9. a ending reference to the topic sentence 10. a sentence that identifies the starting point and method of organization 11. words that refer in some way to children 12. words that provide evidence the key concept (children's presence) 13. words that show where the details are (directional links) 14. words that are used to connect sentences in other ways [If you wish, you can use the markings included with the items listed above use or use any marking you want to distinguish the items.]

CONCLUSION 1 CHECKLIST

13. PLAN

- **DUE DATE IS _____**
- **LENGTH AND FORMAT**
- **LIMIT THE TOPIC:** Limit the topic to one major inference about one part or one aspect or one part of one aspect of the building.
- **MAIN IDEA [TOPIC SENTENCE]:** Near the beginning of the paragraph, provide a topic sentence that clearly states one important idea about the building.
  - Limit (narrow) the topic and the key concept about the topic.
  - Avoid matters of fact and personal taste.

14. ORGANIZE

- Begin with an identification of the building.
- State the topic sentence.
- Use a SPATIAL organization for the supporting details, comparisons, and inferences.
- (Optional) End with a reference to the idea of the topic sentence.

15. WRITE—IN THE BODY OF THE PARAGRAPH INCLUDE

- **CONCRETE DETAILS:** Provide concrete details that support the topic sentence.
- **COMPARISONS:** Provide comparisons that support the topic sentence.
- **INFERENCES**: Provide clear explanations of details so that readers can easily see how they support the topic sentence.

16. EVALUATE AND REVISE

- **MAIN IDEA [TOPIC SENTENCE]**
  - Limited
  - Not a matter of fact or personal taste
- **ORGANIZATION**
  - Begin with identification of building and topic sentence.
  - Use spatial organization for the rest of the paragraph.
- **DETAILS, COMPARISONS AND INFERNECES** provide adequate support for the main ideas.
- **TRANSITIONS**
  - Identify your starting point.
  - Wherever helpful, link each detail by direction and distance from the location of the previous detail.
  - Use repetition and linking terms to emphasize how each sentence is related to the preceding one and to the idea of the topic sentence.
- **Proofread out loud and check spelling, grammar, and punctuation.**

- **SPECIAL ITEMS TO PROOFREAD FOR:_____**

PARAGRAPH EXERCISE 21-3: EVALUATION OF PARAGRAPHS

INSTRUCTIONS: Evaluate and grade each of these six paragraphs according to the Conclusion 1 Checklist. Be sure to identify the topic sentence. Decide whether the topic sentence avoids matters of fact and personal taste. Evaluate it for narrowness (how well its topic and the key concept are limited). Evaluate the details for amount, concreteness, and relevance to the topic sentence. Evaluate the organization and transitions. (You may also evaluate the paragraph for grammar, punctuation, and spelling if they have a major effect on your opinion of the paragraph.)

7. The best feature of the house is the large double doors. The doors are oversized as if they were expecting to bring in large items through them. On each side are large windows and a window at the top in the shape of a half circle made of stained glass. The door is made of oak and has brass knobs and door knockers. There are large dried floral wreaths on each door to help add to the welcome look. At the bottom of the door are brass kick plates and the door has a small muddy had print that appears to belong to a child that lives there.

8. The double front doors of the Lutheran Church in Brown's Point are an inviting welcome to parishioners. A gray, aggregate concrete path winds its way to the porch through freshly mowed grass that smells of spring. Rhododendrons grow amidst other deciduous shrubs inside two, seven-foot square flowerbeds flanking the entrance. An open rectangular porch shelters the doors as well as a modest, wooden bench like the kind you would find in front of an old general store. The doors themselves are made of wood, painted a Technicolor forest green and have shiny golden knobs. Early morning sunshine filters into both sides of the doors through six, one-foot square windows which are embellished with stained glass and add to the effect of warmth and light to this pleasant, little church on the hill in Brown's Point.

9. Churches are beautiful and useful even though they are old. This church is in a residential area surrounded by houses. There are always cars in its parking lot; as if someone is always home. I see on top of a worn, gray, shingled roof a beautiful stain glass window. Usually most churches use natural sun light to illuminate the parish room. Stain glass makes it so much more beautiful on the inside to see the many colors of light. Further down the cracked and weathered red bricks. I see another window, but this one is larger. The window has light lacy curtains; opened to a wall covered in children's art work that probably is a classroom or a Sunday school room. People could possibly rehearse choir verses in the main parish room however; this always seems so mystical and beautiful when you hear a good choir. Also this church could be used for weddings,

receptions, or any event to benefit good people. Yet this is a very beautiful place to hold events and its age only makes it more becoming.

10. It is obvious that the owners of this suburban home are the least bit concerned with the appearance of their cedar fence, and only concerned with its duties. This cedar fence surrounds the whole back half of the house, so it is most likely used for privacy, to keep noise pollution out, or maybe even to keep small children and animals in. This is obvious due to its over bearing height. The fence is weathered and greatly stained from nails that have leaked rust. Also, there are maple trees that stand next to the fence that have lost their leaves. The leaves have deteriorated on the fence, which has made it appear moldy and slimy, much like the skin of a dead fish. At the end of the right side of the fence, four dirt brown polls have been replaced. Maybe the fence had rotted or had been broken. It is clear that the owners of this suburban home are pleased with the duties of the fence, and plan to keep it standing.

11. The big front glassy windows of the new white house on Norpoint Way seems to be for siniors. Because even from 3 meters further of the house you can see the inside of the house, because the inside has very light and is good for inhabitance to live there. So they can see things and find thing very well. The front door of the house is also white and has a gold knob and there is no steps at the main door, So siniors can entered the house easily. There is an almost small yard in front of the house which is full of red flowers and potato bushes. Probably the people who are living there like to spend their time raising plants.

12. The front yard tries its hardest to hide the gray house. The brown and yellow dried grass stands tall, two and a half feet tall to be exact. It has not been mowed or even watered in a very long time. To the right there is an eight to ten foot tall rhododendron, which hides the six foot glass window. To the left there is another rhododendron, also brown and yellow, it appears to have never been pruned. Overgrown black berry bushes cling to the side of the house, growing up the side to catch any rays of the sun it can. Between the house and the road is the only real color in the front yard, which is a fifteen foot tall purple plum tree. Driving by this house you could easily miss it, seeing only the over growth of all the bushes, trees, and grass.

CHAPTER 22: SUPPORING AN IDEA ABOUT A PERSON—DRAWING AND SUPPORTING CONCLUSIONS—TIME ORDER

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Refine a method of analyzing details, inferences, and comparisons that will enable you to draw a reasoned opinion***
- ***Distinguish between reasoned opinions, matters of fact, and matters of personal taste about a person***
- ***Improve your skill at composing one reasoned opinion in a clear and limited topic sentence***
- ***Improve your skill at supporting a topic sentence with concrete details, comparisons and inferences***
- ***Organize a paragraph in a chronological pattern***
- ***Connect ideas with a paragraph with transitional devices, particularly chronological terms***

REASONS FOR THIS ASSIGNMENT

The subject of this paragraph assignment is the person you wrote about in Exploration 4 (or another person whom you observed for 45 to 60 minutes). This paragraph is similar to one in a report required by many jobs. The list of jobs that require writing about people is almost endless. For example, most employers require periodic evaluations of employees' performance. Although some of the routine evaluations are done on a simple check-off or rating form, the most informative evaluations are "narrative" evaluations. This kind of evaluation is not a simple narrative, but a combination of opinions and examples that support the opinion in concrete, factual detail. Psychologists, social workers, teachers, probation officers, and many others also have to provide similar evaluations of those they work with. In preparation for the reasoning required by various jobs, many

college writing assignments follow the same pattern. They require that students make and support inferences about characters in literature; about individuals in case studies for business, psychology, or nursing; and even about people in students' lives when those individuals illustrate course concepts.

Writing about people brings out a major challenge that was not prominent in writing about an object like a building. When we write about people, we are likely to allow our emotions to play a larger role. Emotions are a good and important part of our lives, but in most professional situations we are expected to use our minds more than our hearts. We are expected to look at people objectively and use our critical thinking skills and the standards of our profession. When emotions cloud our judgment, we can be accused of acting unprofessionally. Although favoritism toward those whom we like is a danger, perhaps the larger danger is prejudice against those who are different from us or who seem unappealing for some reason. Both the professional and academic worlds require that we rely on reason and the standards of the field rather than on our personal preferences or cultural expectations.

The ability to draw reasoned opinions about persons and to support those opinions with factual details is important for people in the same academic and professional fields mentioned in earlier Chapter 19:

- Psychologists
- Sociologists
- Dramatic and literary critics
- Historians
- Counselors, social workers, and probation officers
- Lawyers
- Healthcare professionals
- Human resource personnel

LIMIT THE TOPIC.

Write a paragraph about the one person whom you described in the Exploration 4 assignment (Chapter 19) or another person whom you have observed for 45 to 60 minutes and have described in detail (600 to 1500 words).

Limit the paragraph to ONE ASPECT of the person's PERSONALITY or MOOD, or ONE ASPECT of the person's ACTIVITY. The topic of a person's personality or mood can be even further limited to her specific feeling, attitude, or thought at the time. If we are writing about a person we know well, we are more likely to be sensitive to the person's moods than to general personality. On the other hand, we

are more likely to attribute a stranger's behavior to personality than to mood. For example, if we see a person acting angrily, we might say of a friend that something has happened to make her angry and of a stranger that he is angry at life. This tendency can be a hazard in professional life because it can betray our prejudice toward or ignorance of professional associates. But in this assignment we will work within those limitations since our time is limited. The other possible topic for this paragraph is the activity of the person we observed. This is more like the kind of study that a supervisor might make in analyzing a job assignment rather than an evaluation of the performance of a person doing such an assignment.

TOPIC SENTENCE

Near the beginning of the paragraph, provide a clear topic sentence that states a significant inference about the person or her activity, the main impression created by the person you observed. That inference may be one that you made in your earlier paper about the person (Exploration 4). Or it could be a new inference that emerges from your evaluation of all of the details of that paper.

THINKING ABOUT IT: FINDING THE BIG IDEA

In order to find the big idea--one significant enough to make a good topic sentence for a paragraph--you may find one or more of the following strategies helpful.

QUESTION YOUR DETAILS.

To find a topic sentence that goes beyond matters of fact, you should consider some of the unseen characteristics of the person you have observed. Some of those characteristics could be revealed if you ask yourself what your details can say in answer to the following questions:

1. What are this person’s personality traits?
2. What are this person’s attitudes toward things, people, or life in general?
3. What is this person’s present concern?
4. What is this person’s attitude toward his or her present concerns?
5. What are this person’s reliability, trustworthiness, and capabilities?
6. What are this person’s interests, hobbies, and profession?

7. What is the effect of the person's activity on the person, on others, on the surroundings?

WEED OUT MATTERS OF FACT AND MATTERS OF TASTE

Make sure that your topic sentence contains a key phrase that states a reasoned opinion about the person. When you form a reasoned opinion--particularly when writing about people--you need to ensure that you avoid matters of fact or matters of personal taste. Remember that ***matters of fact*** are ones that can be determined by a brief observation or by reference to an accepted source of information. For example, a statement would be a matter of fact if it were phrased "A dark-haired student in the Math Lab pounds angrily on her calculator." This situation is one that we could probably recognize at first sight. In addition, a statement about the founding date of a college would be considered a matter of fact because we can rely on the college catalog as the source of that information.

Matters of personal taste, on the other hand, are those which differ from person to person and do not normally affect others. For example, my preference for ice cream, science fiction movies, or Monet's paintings are not matters that affect what you like, nor are they likely to have an effect on your life. A statement would be matter of personal taste if it were phrased "A dark-haired student in the Math Lab is acting very obnoxiously." This statement is too personal because it implies that we don't like her because of her behavior. A more reasoned opinion would be one like this: "A dark-haired student in the Math Lab seems so frustrated by her math homework that she would be better off taking a break."

PARAGRAPH EXERCISE 22-1: FACT, TASTE, AND REASONED OPINION

Evaluate each of these proposed topic sentences. Put each of them into a category—matter of fact (***F***), matter of reasoned opinion (***O***), or matter of personal taste (***T***). Put the correct letter in the blank at the end of each line. The first five sets have one of each kind of statement.

Set 1:

7. A student in the library is working on the homework in his math textbook. _____
8. A student in the library is having difficulty understanding his math problems. _____
9. A student in the library is the most handsome man I've ever seen on this campus. _____

Set 2:

7. A woman in the center of the cafeteria is stunningly attractive. _____
8. A woman in the center of the cafeteria is wearing brightly colored clothing. _____
9. A woman in the center of the cafeteria is aware of how her appearance affects others. _____

Set 3:

7. The gas station attendant puts his customers' satisfaction at the top of his list. _____
8. The gas station attendant is really a nice person. _____
9. The gas station attendant looks rather dirty—his hair, his clothes, and his hands. _____

Set 4:

7. An elderly man at the bus stop looks very charming. _____
8. An elderly man at the bus stop seems very gregarious. _____
9. An elderly man at the bus stop seems to be talking a lot to other people. _____

Set 5:

7. The young woman working in the cafeteria must have had a long night yesterday. _____
8. The young woman working in the cafeteria is moving at a snail's pace. _____
9. The young woman working in the cafeteria is wearing clothes that clash horribly. _____

Set 6:

25. The young probationer has no respect for authority. _____
26. My brother Harry has the most disgusting habits when eating dinner at a restaurant. _____
27. The boy playing on the grass in the park is getting his clothing all grass stained. _____
28. A construction worker on the freeway seems oblivious to the dangers around him. _____
29. An Asian woman in the library is flipping through the pages of a newspaper. _____
30. The librarian at the counter has the most impressive head of hair. _____
31. The instructor of English 255 seems very sure of himself. _____
32. One of the tennis players at the college is wearing dazzlingly white tennis togs. _____
33. The checkers at the local Safeway are dressed in western clothing. _____

34. One of the children at the party expects attention from everyone. _____

35. The secretary in the regional director's office appears self-effacing. _____

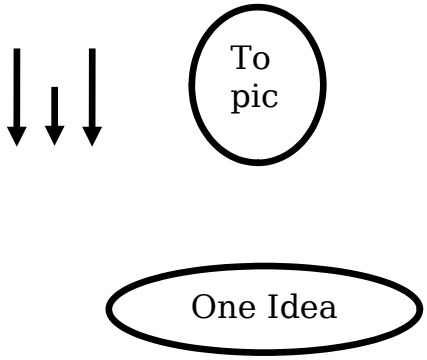
36. My Uncle George wears the most outlandish clothing when he goes bowling. _____

USE MIND MAPPING TO DRAFT A TOPIC SENTENCE.

The mind mapping technique introduced in Chapter 22 can be put to further use in analyzing our ideas and drawing a conclusion from them.

To begin this process, redraw your earlier mind map so that the location of inferences and supporting details tells you something about their relationship with each other. For example, if ideas seem closely related, put them on the same side of the topic circle. If they seem to conflict with each other, put them on opposite sides of the topic circle. If they seem unrelated but not contrasting, put them at right angles to each other. Then use these spatial relationships to clarify conceptual relationships. Here are some ways to interpret spatial relationships on a mind map.

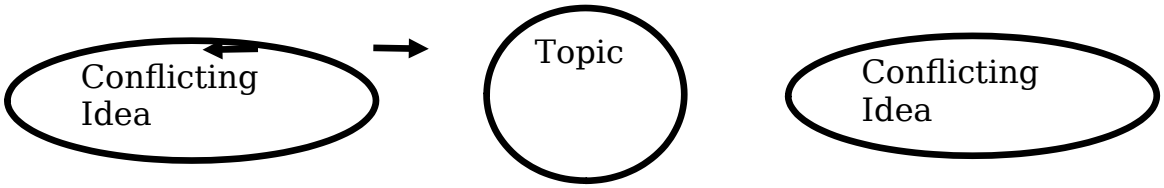
1. The arrows point in the same direction. This indicates that there is a harmony or unity in the ideas that the ideas that you noticed. In this situation you should be able to find a statement that all of your details and ideas supply support.



For example, you may observe a student in the cafeteria who is drinking a large cup of coffee, has rumpled hair and clothes, is unshaven, has red eyes, and is frantically turning pages in a sociology text. These details belong together on one side of the topic circle since they all seem to support the idea that he is really

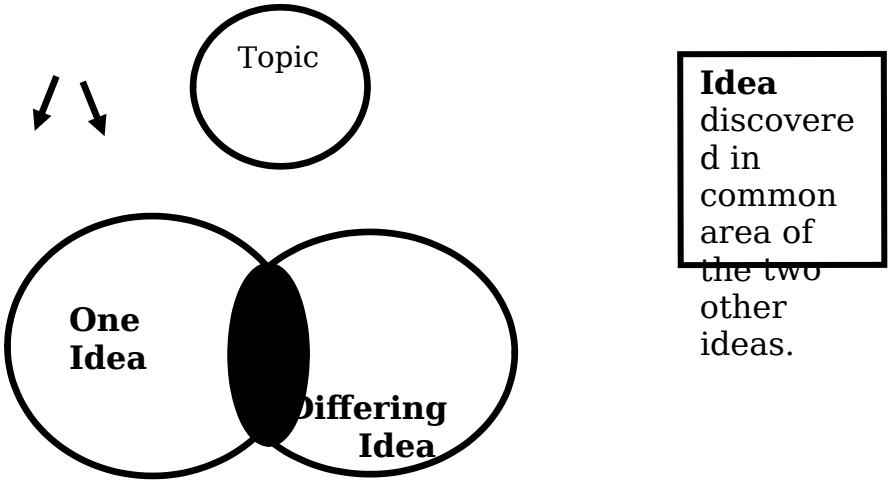
concerned about doing well in sociology because he has been studying most of last night and this morning for a sociology exam.

2. On the other hand, the arrows can point away from each other. This indicates that there is a difference, contrast, or contradiction about the ideas you noticed. If the ideas in this situation are about a person, the ideas' contrast may indicate that someone is lying, hypocritical, confused (or lacking in perception), inconsistent (unfair, unaware), ambivalent, changing, or changed.



Take the student in the cafeteria in the preceding example. All the details mentioned there indicated that he was really dedicated to doing well in sociology. They could be placed on one side of the topic circle. But you may have noticed some conflicting details. For example, he may have been looking around whenever someone walked by and later put his head down on his book and dozed for a while. These details could imply that he had lost his ability to focus on his studies because he was too tired. The conflict between these sets of details would probably show some confusion on his part. It could be read as showing that his anxiety about doing well on his sociology exam was so great that it clouded his judgment and caused him to work against success on the exam.

3. In some cases the arrows point off in directions that indicate that the ideas are neither similar nor contrasting. In that case try to look for the areas that they seem to have in common. The area of the drawing may look very minor, but the idea could be very significant (as illustrated in the diagram on the next page).



Let us go back to the student in the first example again. In that case he was drinking a large cup of coffee, had red eyes, and was frantically turning pages in a sociology text. You might also have noticed that he looked around and made eye contact with everyone who walked by. But in this case, instead of rumple clothes and hair and an unshaven face, he wore clean, pressed clothes and was immaculately groomed. In addition, you note that he chose to study in a place with a great deal of social activity--the cafeteria. These details could imply a strong interest in socializing--in both his everyday activities and in abstract thought (sociology). You might put these two together and conclude that he is preparing for a career in politics. This concept is supported by his present socializing and his study of the behaviors of groups of people (sociology).

WRITE AND EVALUATE SEVERAL POSSIBLE TOPIC SENTENCES.

Although most times we struggle to find a topic sentence, we can benefit from not stopping with one topic sentence. We have a much better chance of writing a good paragraph if we have a choice among several different topic sentences. Having a choice is always an advantage, but making the choice may not be easy. Below are a few suggestions about how to choose among possible topic sentences:

1. Choose the one that more clearly avoids matters of fact and personal taste (as in the earlier exercise).

2. Choose the one that is more limited. Look at the following two examples:

> A young woman at the back table in the Math Lab seems to be angry at her math assignment.

> A young woman at the back table in the Math Lab is becoming so angry at her inability to make her calculator work right that she seems almost ready to throw it in the waste basket.

The second version is more limited than the first one because it cites a specific reason for her anger (problems with the calculator) and identifies a specific intensity of anger (her readiness to throw it away).

3. Choose the one that is more clearly supported by your details. In gauging the amount of support that your details provide, you need to consider both **how many** details support each topic sentence and **how clearly** they support the topic sentence. Sometimes five or six very strong details can be better than seven or eight weaker ones. Details that provide strong support are both concrete and unmistakably supportive of the topic sentence. For example, look at these two details that could support the same topic sentence about the woman in the Math Lab who is about to toss away her calculator:

   EVALUATE SUPPORTING DETAILS' CONCRETENESS:

   > She pounds her finger on the keys on the calculator like an aggressive person poking an opponent's chest in a fierce argument.
   >
   > For half a minute she sits motionless and glares at the calculator's answer.

   The first sentence has better detail because it provides a more concrete image, thanks in part to a strong comparison. If a set of details like the first one supported one topic sentence and another set like the second detail supported a second topic sentence, the first topic sentence would be the stronger one. On the other hand, the better detail could be the one that has the clearest connection with the topic sentence.

EVALUATE SUPPORTING DETAILS' CONNECTION TO TOPIC SENTENCE:

> She picks up the calculator and shakes it as though she were trying to shake some sense into it.
>
> Her face turns red.

Although both of these sentences can provide support for our topic sentence, the first sentence provides stronger support because the

detail is more obviously connected to the calculator and the level of her anger. If these two details supported different topic sentences, the details like the first one could make its topic sentence the stronger one.

The discussion of how to choose a topic sentence also provides a lesson on how to choose details after you have chosen the topic sentence. If you have limited space and an abundance of details, choose the ones that are the most concrete and are most clearly connected to the topic sentence.

PARAGRAPH BODY

The body of the paragraph contains all the information--details and explanations of them--that support the topic sentence.

CONCRETE DETAILS

The primary material of the body of the paragraph should be the concrete details that support the topic sentence. The challenge at this point is to keep the details as concrete as they were in our original observation of the person. We are often tempted to generalize--to summarize a series of her actions in a sentence or two. For example, your original paper might have said, "She erases some apparently incorrect formula so vigorously that she tears her paper; then she crumples the whole sheet into a tiny ball and throws it against the wall." You might have mentioned the same behavior several other times. In that case you might be tempted to write, "She would continually erase mistakes until she got so frustrated that she gave up." Instead, keep the original concrete description and provide additional concrete details of further incidents. Though generalized detail is sometimes necessary even in a paragraph like this one, the paragraph will lack vividness and emotional impact without a large number of concrete details. We can lose this impact because it is sometimes difficult to recognize that we are generalizing about what we observed. Being able to judge the level of generality of statements can help to judge whether our details are as specific and concrete as possible. See the exercise on general and specific statement in Chapter 19.

Also make sure that you omit any details that do not directly add to the support of the idea in the topic sentence. You can use almost any details that support your topic sentence. You may find additional useful details in your rough draft, in your memory of the person, or even in another observation of the same person in a similar situation. Almost any details but invented ones are acceptable.

COMPARISONS AND INFERENCE

A comparison that helps to support your topic sentence will improve the paragraph. If, for example, you want to emphasize how tired a person is, you could say that he walks as slowly and stiffly as a zombie in a horror movie. Again, as with the details, avoid comparisons that are intriguing but that do not support the topic sentence.

This paragraph is based on a major inference about the person you observed. That inference could be quite sound. It could even be very reasonable to your readers. However, often it occurs that each of us brings certain standards of evaluation to our interpretation of some concrete details. For example, if you describe a student in the cafeteria as being perfectly made up--as though she were going out on the town, you might interpret the details of her makeup as a sign of vanity. Others could see the same details as showing a healthy pride in her appearance. You might have to add some explanation to more clearly link your details to your topic sentence's inference. In this case the cafeteria may be one that is used by vocational students who come there after training under dirty conditions, and you recognize the student as one of them. These factors taken together could explain how she stands out from the others and how you interpreted her makeup as a sign of vanity.

USE A CHRONOLOGICAL OR SPATIAL ORGANIZATION.

Because this paragraph stands alone, not as a part of a longer piece of writing, you need to begin by identifying the subject of the paragraph for your readers. You should identify the person in some way, as well as the location, the time of day, and the general activity of the person. If you need an extra sentence for this job, you should put it before the topic sentence.

After the topic sentence, the paragraph will most likely follow a chronological organization. You should recount the details in the same order in which they happened. But you may also want to use a spatial organization. If the person's appearance adds significantly to the support of your topic sentence, that description would normally be put in spatial order--e.g., from the top down. If you include a large number of details of the person's appearance, they would normally follow the topic sentence, before you describe the person's actions. If the details of appearance do not make up a significant part of the paragraph, you can mention them whenever the person draws attention to them. Finally, if a paragraph is long (around 200 words),

you may want to end the paragraph with a sentence that refers to the key concept in the topic sentence.

PROVIDE TRANSITIONS.

Providing transitions in a description of a person's appearance and actions is not as challenging as in a description of an object. Readers can usually follow a story told in chronological order and can picture the location of details of a person's appearance. But you still need to make sure that your readers know that you are talking about the same person by using pronouns for the person--*she, her, he, him, his*. And you should provide any signals for time or location that are important for understanding your inferences about the person. Repetition of terms or synonyms can greatly reinforce the main idea of the paragraph. If the topic sentence emphasizes how tired a student is, you may find yourself in need of similar terms, like *weary, exhausted, drowsy,* and *drained*. Finally, this paragraph may present the need to signal that you have another detail that supports the topic sentence just as the preceding one does. In those cases you may want to use transitional words that signal a similarity, words like *in addition, also, too, as well, additionally, moreover, further*, and *furthermore*.

CONCLUSION 2 CHECKLIST

17. PLAN

- **DUE DATE IS _____**
- **LENGTH AND FORMAT**
- **LIMIT THE TOPIC**: Limit the paragraph to ONE ASPECT of the person's PERSONALITY or MOOD, or ONE ASPECT of the person's ACTIVITY.
- **MAIN IDEA [TOPIC SENTENCE]:** Near the beginning of the paragraph, provide a topic sentence that clearly states one important idea about the person.
  - Limit (narrow) the topic and the key concept about the topic.
  - Avoid matters of fact and personal taste.
  - State an opinion that the details clearly support.

18. ORGANIZE

- Begin with an identification of the person, location, time, and general activity.
- State the topic sentence.
- Describe the person's appearance in a spatial order (if it is a significant part of the paragraph).
- Describe the person's action in time order.

- (Optional) End with a reference to the idea of the topic sentence.

19. WRITE—IN THE BODY OF THE PARAGRAPH INCLUDE

- **CONCRETE DETAILS:** Provide concrete details that support the topic sentence.
- **COMPARISONS:** Provide comparisons that support the topic sentence.
- **INFERENCES**: Provide clear explanations of details so that readers can easily see how they support the topic sentence.

20. EVALUATE AND REVISE

- **MAIN IDEA [TOPIC SENTENCE]**
  - Limited
  - Not a matter of fact or personal taste
  - Details clearly support the main idea.
- **ORGANIZATION**
  - Begin with identification person, location time, general activity, and topic sentence.
  - Spatial organization for the person's appearance and time order for her actions
- **DETAILS, COMPARISONS AND INFERNECES** provide adequate support for the main ideas.
- **TRANSITIONS**
  - Link details in time and location.
  - Use pronouns, repetition, and linking terms to emphasize how each sentence is related to the preceding one and to the idea of the topic sentence.
- **Proofread out loud and check spelling, grammar, and punctuation.**
- **SPECIAL ITEMS TO PROOFREAD FOR:**_____

CHAPTER 23: SUPPORTING AND IDEA ABOUT A GROUP OF PEOPLE—DRAWING AND SUPPORTING CONCUSIONS—PROGRESSIVE ORDER

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Compose and support a topic sentence with multiple examples from a series of observations***
- ***Distinguish between more significant statements (matters of reasoned opinion) and less significant statements (matters of fact) about patterns within a series of observations***
- ***Distinguish between vague and specific statements about patterns within a series of observations***
- ***Organize a paragraph in a progressive pattern***
- ***Connect ideas within a paragraph with transitional devices, particularly terms indicating exemplification, addition, similarity, and difference***

REASONS FOR THIS ASSIGNMENT

The subject of this paragraph assignment is the group of people you wrote about in Exploration 5 (or a similar group of people whom you observed for 45 to 60 minutes). This assignment, like previous ones, is similar to some kinds of professional writing. In business situations, a company often depends on market surveys and other specialized statistical techniques to identify what to sell, to whom to sell it, where to sell it, how to package it, how to advertise it, and how to price it. But employees who make everyday decisions--particularly in small companies--do not have the opportunity to make use of this kind of sophisticated analysis. Many of those decisions are based on an experienced employee's making personal observations, noticing

patterns or trends, and making an inference about what the company needs to do to operate more effectively. Decisions of this sort are important when a company is losing or gaining a group of customers. For example, if someone in a company realizes that the company is losing a formerly loyal group of customers--say, those over 65--he or she should ask why. The answer to that question could be the key to the company's success. The same is true if the company is losing or gaining sales in general. If the trend is down, someone needs to ask what has gone wrong and what the company can do to correct it. If the trend is up, someone needs to ask what has gone right so that it can be maintained into the future. Also, when there is a distinct difference in the performance of two or more groups of employees, someone should ask what is causing the superior performance so that overall performance can be improved.

These examples from business may seem limited in their scope. Other examples could be cited from any situation in which people work together in groups--from negotiating international trade agreements to teaching kindergarten. But the application is even broader than that. This assignment is similar to almost any situation in which a person is asking, "What is going on here?" That question is asked a lot. The answer to the question is often very important. If you notice one group of your friends ignoring you, if see your children acting more and more belligerent, if your car runs rough only at certain times, if you see plants in some parts of your garden dying, you ask, "Why?" And the answer is important to you. So the directions for this paper will focus on how to ask and how to answer the question, "What's going on here?"

LIMIT THE TOPIC.

Write a paragraph about the group of people whom you described in the Exploration 5 assignment (Chapter 19) or another group that you have observed for 45 to 60 minutes and have described in detail (600 to 1500 words).

Limit the paragraph to ONE ASPECT of the attitude or activity of the persons in the group. The task at this point is to identify one aspect of the persons' activity that enables us to limit the topic adequately for one paragraph and still say something of significance. To be significant, an idea has to avoid matters of fact and matters of personal taste, just as in writing about one person (Chapter 22).

TOPIC SENTENCE

Near the beginning of the paragraph, provide a clear topic sentence that states a significant inference about the about the persons that you observed. That inference may be one that you made in your earlier paper about the group (Exploration 5). Or it could be a new inference that emerges from your evaluation of all of the details of that paper.

Make sure that your topic sentence contains a significant opinion about the group of people. It should not be an idea that would be expected. It should also avoid matters of fact and matters of personal taste. For example, a significant opinion could be phrased this way: "Because of the way they are arguing, the students studying at one table in the library seem to take their subject more seriously than politics." It would be a matter of fact to say, "The students studying at one table in the library are loudly arguing." It would be a matter of personal taste to say, "The students studying at one table in the library are being annoying."

THINKING ABOUT IT: FINDING THE BIG IDEA

In order to find the big idea--one significant enough to make a good topic sentence for a paragraph--you may find one or more of the following strategies helpful.

QUESTION YOUR DETAILS.

To find a topic sentence that goes beyond matters of fact, you should consider some characteristics of the group that can be determined only through inferences. Some of those characteristics could be revealed if you ask yourself what your details can say in answer to the following questions:

8. What are the people's personality traits?
9. What are the people's attitudes toward things, people, or life in general?
10. What is the people's present concern?
11. What is the people's attitude toward their present concerns?
12. What are the people's reliability, trustworthiness, and capabilities?
13. What are the people's interests, hobbies, and profession(s)?
14. What is the effect of the people's activity on the persons, on others, on the surroundings?

LOOK FOR SIGNIFICANT SIMILARITIES OR DIFFERENCES.

To find a significant idea about a whole group, you should investigate similarities or differences among the group's members. A significant similarity could give you the idea for a good topic sentence. For example, you may have observed a group of students talking about a chemistry assignment in the cafeteria. Although you note several ideas about them individually, one idea might apply to most of them--for instance, that they are all very passionate about their opinions. This could lead you to a topic sentence like this: "The students at one table in the cafeteria are so fanatical about chemistry that they are arguing with the kind of passion that most people reserve for politics."

AVOID MATTERS OF FACT AND PERSONAL TASTE.

In formulating a significant idea, we need to do more than avoid matters of taste and fact: we need to avoid stating an idea that could be reasonably expected. Take for example, the following idea: "Many of the students in the cafeteria don't seem to attach much importance to their appearance because they are casually dressed." On most college campuses casual dress is the norm, so this statement would be reporting what most readers would expect. If, on the other hand, you might infer that the students at one cafeteria table appear to be preparing to make a business presentation because of their formal dress, attaché cases, yellow legal pads, and serious discussion. Because this situation contrasts with the usual situation, you have an idea worthy of note.

EVALUATE THE PORTION OF THE GROUP THE IDEA APPLIES TO.

An additional consideration that can affect the significance of an idea is the percentage of persons in the group to whom it applies. If you notice that six people scattered around the cafeteria (say about five percent) are formally dressed, the fact may not lead you do a significant inference. If you see the six people all at one table (one hundred percent), that can lead to a significant inference about those at that table. If you see a cafeteria full of people in formal clothing, that's really significant! In many observations specific percentages are either not possible or not appropriate. Some of the terms that you can use to indicate the percentage of people in a group that your idea applies to are *all, most, many, several, some*, and *a few*. In different situations, you would need *all* to make an observation significant. In other cases just *some* or *a few* may be adequate for a significant comment. For example, noticing that *some* of the students in a class

are intently listening to the instructor is not significant. Noticing that *all* of them are may be significant--if you can be sure they are completely enthralled and not just dazed. In another situation noticing that *some* members of a class seem to challenge the instructor's authority can provide a significant inference.

EXAMINE IMPORTANT DIFFERENCES WITHIN A GROUP.

So far in talking about observations about people in a group, we have talked about what a certain portion of the people in the group have in common--that is a similarity. But in some situations what they do **not** have in common may be more important. For example, if you attend a professional baseball game, you would expect that, in general, the other spectators were there for the entertainment that the game provides. However, you might notice something quite different from what you expected. You could notice that some fans are so fanatical that they cannot take their eyes off the game or their statistic books. Others might not even seem to know which team is at bat. Here you could infer that some of the spectators don't take the game anywhere near as seriously as others do. The fact that makes this idea significant is that the difference between people is more extreme than one would expect. A further tactic in looking for a significant difference is to try to identify a second aspect of the group's members that corresponds to the people who are at one extreme or the other. For example, you might have noticed that the older baseball fans were the most fanatical and the younger ones were the least interested. Then you could use this idea as your topic sentence. Beware of predictable or stereotypical identifications of those in the group. For example, it would follow stereotypes to say that the men seem much more intent on a baseball game that the women. But if you found a group in which just the opposite were true, you could make the significant observation that the women in one group of fans seem to be more fanatical that the men.

Thus the first strategy in identifying your main idea is to look for a significant similarity or difference--one that would not normally be expected. The second strategy is to connect a certain portion of the group as being distinct in some way from another portion.

You could also adapt the techniques of mind mapping suggested in Chapter 22. In this case instead of using directions to indicate similarities and differences between the ideas about one individual, the technique can be applied to ideas about the members of a group.

PARAGRAPH EXERCISE 23-1: SIGNIFICANT STATEMENTS

For each of the following sets of observations, circle the number of the statement which is more significant.

Set 1:

1. A visitor to the campus could tell that it must be lunchtime because most of the students in the cafeteria are eating.
2. A visitor to campus could tell that it must be getting close to finals because most of the students in the cafeteria are intently reading their textbooks.

Set 2:

1. Some of the students at the tables in the library are staring at the paintings on the walls as though they were serious students of art.
2. Some of the students at the tables in the library are staring at their math books as though they are serious students of math.

Set 3:

1. The women on the campus lawns seem more interested in physical sports than the men are.
2. The women on the campus lawns seem more interested in reading than the men are.

Set 4:

1. Some of the students walking from building to building seem less intimidated by the snowstorm than others.
2. Most of the students walking from building to building don't seem to like the snowstorm.

Set 5:

1. Many of the commuters on the bus are intent on reading the newspaper.
2. Most of the commuters on the bus act as though they are in a meeting of a social club.

Set 6:

1. Some of the commuters on the bus act as though they are on a sight seeing trip.
2. Some of the commuters on the bus seem more bored by their trip than others.

Set 7:

1. Most of the women in the computer lab seem comfortable writing computer programs.
2. The women in the computer lab seem more comfortable writing computer programs than the men do.

WRITE AND EVALUATE SEVERAL POSSIBLE TOPIC SENTENCES: VAGUE AND SPECIFIC TOPIC SENTENCES.

Many common words often quickly come to mind when we are trying to identify a similarity or difference among the members of a group. Not surprisingly, most of those words are synonyms for *similarity* and *difference*. But we usually want to avoid these words in our statement of the topic sentence because these words encourage us to make the phrasing vague. Since we want our topic sentences to be as specific and focused as possible, we should avoid these terms and their synonyms. Look, for example, at the following two sentences

> Many of the commuters on the bus treat their bus ride in a similar fashion.
> Many of the commuters on the bus act as though they are on a pleasure trip.

The first phrasing may be the way we first become aware of a significant opinion about the group of people. But it is not as clearly focused as the second sentence. The problem is that as soon as we use *similarity, difference*, or one of their synonyms, the word allows us to finish the sentence without defining what the similarity of difference is. Although both we and our readers know the general strategy that we used in identifying our idea, our readers, at least, will not know what the specific idea is. Here are some terms to avoid in a topic sentence because they indicate a similarity or difference.

TERMS TO AVOID IN TOPIC SENTENCES			
DIFFERENCE		**SIMILARITY**	
contrasting	mixed	alike	identical
disparate	novel	analogous	indistinguishabl
dissimilar	own (as in	common	e
distinct	“their own”)	comparable	like
distinctive	personal	corresponding	matching
divergent	special	equal	one (as in “one
diverse	uncommon	equivalent	attitude”)
exceptional	unique		same
incompatible	unlike		
individual	unusual		
	various		

The alternative to using these terms is to use phrasing like that in the sentences of the previous paragraph exercise. The following exercise gives some additional practice at spotting this problem.

PARAGRAPH EXERCISE 23-2: VAGUE AND SPECIFIC TOPIC SENTENCES

For each of the following sets of topic sentences, circle the number of the more specific topic sentence. Underline the synonym for *similar* or *different* in the less specific sentence.

Set 1:
1. Most of the students in the cafeteria have identical attitudes toward the food.
2. Most of the students in the cafeteria seem to relish the cafeteria's fare.

Set 2:
1. Each of the students responded to the news of the exam in his or her own way.
2. Most of the students responded to the news of the exam more positively than the rest.

Set 3:
1. The men responded more intensely to the campus newspaper's story on dating than the women did.
2. The men seem to respond to the campus newspaper's story on dating in a way that is quite distinct from the women's response.

Set 4:
1. Many of the students in the student union seem to be taking the threat of a hurricane rather casually.
2. Most of the students in the student union have comparable attitudes toward the threat of a hurricane.

Set 5:
1. The opinion of the older bus riders toward the scenery seems to contrast with that of the younger riders.
2. The older bus riders seem to take more interest in the passing scenery than the younger ones do.

Set 6:
1. Many of the students in the computer lab have equivalent feelings about the lab staff.
2. Many of the students in the computer lab treat the lab staff as lifesavers on the beach.

Set 7:
1. The students in the cafeteria face the end of the term with various views.
2. Some of the students face the end of the term with much more relief than others.

PARAGRAPH BODY

The body of the paragraph contains all the information--details and explanations of them--that support the topic sentence.

At this point we need to address the issue of which details belong in the body of the paragraph. If we are basing this paragraph on 600 or more words about 6 or more people, how do we decide which individuals to include in the paragraph and which details about each person to include? Deciding can be a painful problem because we may have many compelling details to include and only 100 to 200 words with which to express them.

Let's take first the question of how many individuals to include. Since our topic sentence talks about the group in general, one person would not make a convincing representation of the whole group. So we need at least two examples of people to represent the group. At the opposite extreme, we cannot usually describe more that about six individuals in one paragraph without the paragraph becoming too long. So, within the range of two to six, what's the right number? Four considerations can help us arrive at the right number.

- If you make a statement about *all* or *most* of the members of a group, two examples probably would not do. You should try to think in terms of the upper range of about six individuals. On the other hand, a comment about *some or a few* of the group members could be adequately illustrated with details about only two or three persons.

- Determine how much information is required to adequately set out the details about each person. If your topic sentence emphasizes that students were really disappointed by the opinions of a speaker who visited the campus, you may have to provide many details about each student. You would include details about each student's behavior--for example, words, tone of voice, and actions. You might also need to add further details and inferences to establish that the opinions of the speaker caused the disappointment rather than some other aspect of the experience. If you have to provide many details to make each person a convincing illustration, think of using only two or three persons in the paragraph. If you need only a few details for each person, there could be room for five or six examples in a paragraph. Generally, the more examples, the more convincing the paragraph.

- Eliminate the members of the group who contradict your topic sentence or make poor illustrations of it. When we eliminate the contradictory examples, we are not being dishonest--

unless we claim that the topic sentence applies to *all* members of the group. An experienced reader will recognize that evidence that does not support an opinion usually does not appear in a defense of that opinion.

- Gauge how many details you have available for each person. The fewer details you have available for each person, the more people you can include in the paragraph. But remember that the more details you provide about each person, the better an example the person makes.

CONCRETE DETAILS, COMPARISONS, AND INFERENCE

As in paragraphs about more limited subjects, this paragraph will sound more convincing if it is rich in concrete details. We should include as many relevant details as possible about each individual included in the paragraph. The availability of concrete details is one of the major criteria for an individual's being included in the paragraph. Also, comparisons can liven up the description of an individual and reduce the number of words we need to describe an individual. The paragraph may benefit from inferences that we included in the earlier paper on this subject or from new ones crafted just for this paragraph. We need to recognize that our interpretations of a person's actions may depend on our automatic, unspoken inferences. We should state those inferences for our readers in order to make the person stand convincingly as an illustration of our topic sentence's idea.

USE PROGRESSIVE ORDER FOR ORGANIZATION.

Because this paragraph stands alone, not as a part of a longer piece of writing, you need to begin by identifying the subject of the paragraph for your readers: location, the time, the group of people, and their general activity. If you need an extra sentence for this job, put it before the topic sentence.

After the topic sentence, the paragraph should follow one of two patterns, depending upon whether the topic sentence focuses on a similarity or a difference. First, a paragraph based on a similarity can use a simple progressive order. This organizational method works best if we start with our best illustration first and then go on to the second best, third best, and so on. This order is effective because putting the best example first usually enables us to keep our readers' interest. If our best example doesn't interest our readers, the lesser illustrations won't do so either. The judgment about which is the better illustration may be based on how many details we have about

each person or on how concrete the details about each person are. Most often, however, we will put the person first who is the most extreme illustration of our idea. If, for example, you want to illustrate how fanatical some women are about a baseball game, you should begin with the most fanatical spectator and then go on to the lesser fanatics. The following outline shows how the paragraph can be organized:

Introductory sentence (if necessary)
TOPIC SENTENCE:
1. Best example
2. Second best example
3. Third best example
4. Other examples (as necessary)

Concluding sentence (optional)

If, on the other hand, if the paragraph is based on a difference between two portions of the larger group, another organization has priority over the progressive order. If we want to emphasize a difference, the easiest way to do so is to divide the paragraph into two parts--one dealing with each of the two contrasting portions of the group. For example, if you divided your group at a baseball game into the fanatical and the uninterested spectators, cover all of the uninterested ones before you go on to the fanatics. This method of organization emphasizes the character of each group and thus demonstrates most clearly the contrast stated by the topic sentence. Then, within each of the two parts of the paragraph, the illustrations can be organized by progressive order. Within the section on baseball fanatics, put the most fanatic first. Within the group of uninterested spectators, put the most uninterested first. The following outline shows how this kind of paragraph can be organized:

Introductory sentence (if necessary)
TOPIC SENTENCE:
Transition the first portion of the group
1. Best example of the first portion of the of the group
2. Second best example of the first portion of the of the group
3. Other examples (as necessary)

Transition to the second portion of the group
1. Best example of the second portion of the of the group
2. Second best example of the second portion of the of the group
3. Other examples (as necessary)

Concluding sentence (optional)

PROVIDE TRANSITIONS.

In a paragraph like the one described in this chapter there are a number of different kinds of relationships that a writer could need to signal for the readers.

SIGNALING MORE ON THE SAME TOPIC

In a paragraph about a number of people, we can use many of the same transitions as we would in a paragraph about just one individual. When we want to signal to readers that we are talking about the same person, we use the pronouns *she, her, he, him, his*. When we want to signal that one event follows another, time indicators can help. If we want to link details about an individual to the topic sentence, we can use terms that are clearly related to the key concept of the topic sentence. Finally, when a paragraph moves on to a new individual who supports the topic sentence very much as the preceding one does, we need transitions like *in addition*, *also, too, as well, additionally, moreover, further*, and *furthermore*. We also have the option of beginning sentences with *first, second, third,* . . . , and *finally*.

SIGNALING AN ILLUSTRATION

A paragraph about a group of people, particularly one organized in a progressive order, also needs a new class of transitional terms. After the paragraph's topic sentence states an opinion about the whole group, the paragraph moves on to describe one of the individuals in the group as evidence for the topic sentence. When a reader jumps from the topic sentence (about the group) to the next sentence (about an individual) the connection between the two may not be clear. For just this situation, we have two standard transitions--*for instance* and *for example*. When readers see one of these phrases, they know immediately that the following item will illustrate the preceding idea. We also have choices of many other transitional phrases or even sentences. These transitions are more dependent on the specific context and are usually longer, but they do have their advantages. For example, if your topic sentence talks about fanatic baseball spectators, you could begin the next sentence with the phrase, "Of all these fans the most fanatic, a woman in Brewers' coat, shouts. . . ." This phrasing clearly connects this one fan with the idea about the group of fans, and it helps the reader follow the organization by indicating a progressive order with the phrase "most fanatic."

SIGNALING A CONTRAST

A paragraph that is based upon a contrast between two portions of a group needs an additional kind of transition. If we write such a paragraph, we can make the sentences run smoothly through the first part of the paragraph. But as soon as we get to the second part, which talks about the contrasting portion, we can create a huge logical gap for our readers. In the earlier illustration about the baseball fans, the topic sentence could say that the men seem less interested in the game than the women. The following sentences can give several sentences of examples of uninterested men. Then, when the paragraph introduces the fanatical female fans, the whole paragraph seems to change direction. To avoid losing readers in a situation like this, you should link this part of the paragraph to both the topic sentence and to the preceding examples of uninterested males. To make these connections you need to mention the key concept of the topic sentence and show a contrast between the first and second parts of the paragraph. Here is one example: "In contrast to the men, the women seem much more enthusiastic about the game." The first part, "in contrast," shows that this part of the paragraph is, indeed, quite different from the preceding section. The use of the term "enthusiastic" reminds the reader of the topic sentence's idea about fans' interest in the game. The second part of a transitional sentence like this one depends completely on the topic of the paragraph. But we have a list of standard transitions to do the first job of showing contrast: *in contrast, however, on the other hand,* and *nevertheless.* Not every one of these terms will work in every paragraph, so pick one that makes sense and reads smoothly in your paragraph.

CONCLUSION 3 CHECKLIST

21. PLAN

- **DUE DATE IS _____**
- **LENGTH AND FORMAT**
- **LIMIT THE TOPIC:** Limit the paragraph to ONE ASPECT of the attitude or activity of the persons in the group.
- **TOPIC SENTENCE:** Near the beginning of the paragraph, provide a topic sentence that states a significant idea ABOUT THE GROUP OF PEOPLE.
  - Limit (narrow) the topic and the key concept about the topic.
  - Avoid matters of fact and personal taste.
  - State an opinion that the details clearly support.
  - Avoid vagueness (particularly unclear phrasing caused by synonyms for *similar* or *different*).

22. ORGANIZE

- Begin with an identification of the group, location, time, and general activity.
- State the topic sentence.
- Use progressive order to organize examples (best example first).
- If the paragraph is based on a contrast, finish one section of examples before moving on to the contrasting section.
- (Optional) End with a reference to the idea of the topic sentence

23. WRITE—IN THE BODY OF THE PARAGRAPH INCLUDE

- **EXAMPLES:** Include two and six people as examples of the topic sentence.
- **CONCRETE DETAILS:** Provide concrete details that support the topic sentence.
- **COMPARISONS:** Provide comparisons that support the topic sentence.
- **INFERENCES**:Provide clear explanations of details so that readers can easily see how they support the topic sentence.

24. EVALUATE AND REVISE

- **MAIN IDEA [TOPIC SENTENCE]**
  - Limited, not a matter of fact or personal taste
  - Details clearly support the main idea.
  - Topic sentence avoids vagueness.
- **ORGANIZATION**
  - Begin with an identification of the group, location, time, and general activity and topic sentence.
  - Use progressive (and contrast) organization for examples.
- **DETAILS, COMPARISONS AND INFERNECES** provide adequate support for the main ideas.
- **TRANSITIONS**
  - Use *for example*, *for instance* or other transitional phrases to connect the first person to the topic sentence's idea.
  - Use repetition of the same or similar words to link each example to the key concept of the topic sentence.
  - Use pronouns to signal that you are talking about the same person.
  - Use transitional terms like in addition to link an example to a similar one.
  - Use transitional terms like in contrast to link a section with a contrasting one.
  - In the second part of a paragraph based on contrast, you may need to use for example, for instance or other transitional phrases to connect the first person to the topic sentence's idea.

- **Proofread out loud and check spelling, grammar, and punctuation.**
- **SPECIAL ITEMS TO PROOFREAD FOR:_____**

CHAPTER 24: FROM PARAGRAPH TO THEME

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***See the parallels between main ideas in paragraphs and longer papers (themes)***
- ***Distinguish between topic sentence and thesis***
- ***Organize longer papers by classification, time, and progressive orders***
- ***Use an effective method of creating outlines***
- ***Write introductions and conclusions for longer papers***

REASONS FOR THIS CHAPTER

Up to now we have focused on the basic characteristic of paragraph. That characteristic is that each paragraph needs a main idea or topic sentence which the other sentences of the paragraph support. For example, the other sentences provide details, examples, history, reasons, comparisons, contrasts, divisions, or definitions that help readers understand and accept the paragraph's main idea. This basic characteristic of paragraphs, also applies to longer papers which are called *essays* or *themes*. For simplicity we will refer to all longer pieces of writing which embody the basic principle of main idea and support as ***themes***. The following chart shows the parallels between paragraphs and themes. Notice how the **main idea** (either a **topic sentence** or a **thesis sentence**) stands as a key feature of both pieces of writing.

PAPER ELEMENT	PARAGRAPH	THEME
Main idea	**Topic sentence**	**Thesis sentence**
Supporting elements	Sentences or groups of	Paragraphs or groups of paragraphs

	sentences	
Beginning	Sometimes a short introduction **and topic sentence**	Introduction, which includes a link to the readers' interests, the **thesis sentence**, and link to paragraphs of the theme's body
End	Sometimes a concluding sentence that recalls the **topic sentence**	Conclusion, which includes a summary, restatement of the **thesis sentence**, and link to readers' interests
Transitions	Links between sentences and between sentences and the **topic sentence**	Links between paragraphs and between paragraphs and the **thesis sentence**

You can also compare the elements of the paragraph and the theme by the parallels between the paragraph outline in the previous chapter with a theme out line on the same topic:

PARAGRAPH	THEME
Introductory sentence (if necessary) and a **TOPIC SENTENCE** Transition the first portion of the group 4. Best example of the first portion of the of the group 5. Second best example of the first portion of the of the group 6. Other examples (as necessary) Transition to the second portion of the group 4. Best example of the second portion of the of the group 5. Second best example of the second portion of the of the group 6. Other examples (as necessary) Concluding sentence (optional)	INTRODUCTORY PARAGRAPH which includes the **THESIS** PARAGRAPH ONE OF THE BODY OF THE PAPER, which includes a **TOPIC SENTENCE** FOR THIS PARAGRAPH 1. Best example, 2. Second best example 3. Other examples (as necessary) PARAGRAPH TWO OF THE BODY OF THE PAPER, which includes a **TOPIC SENTENCE** FOR THIS PARAGRAPH 1. Best example, 2. Second best example 3. Other examples (as necessary) CONCLUDING PARAGRAPH, which includes a restatement of the **THESIS**.

Notice in the diagram that all the same ideas can be contained within the structure and that all the ideas and supporting details maintain the same relationships with each other. The only difference is that the theme is longer and contains multiple paragraphs and more detailed examples, all of which still support the main idea.

THEME FORMAT

Throughout much of the history of English composition courses, there have been instructors who have taught the format of the “five paragraph theme.” This format is useful in understanding what a

theme needs to accomplish, but it is not the only way in which themes can be written. The danger of emphasizing this format is that it can lead to oversimplified and shallow thinking about the topics of writing. The advantage, though, is that it does lead a clear understanding of the relationships between the parts of a theme. With these warnings about the format, let us look at the traditional theme format or "template" on the next page. Notice that the footnotes on that page identify the purpose of each of the elements of the template. Also be sure when you write your own themes, that you do not follow the wording of the pattern too closely and do not include the headings like "INTRODUCTION" in the theme itself.

THEME TEMPLATE

INTRODUCTION:

Although the very important subject **X** is generally well known for its **Y**, people seldom know much about its other aspects.[1] One fact that sharply contrasts with the image of **X** as a case of **Y** is the fact that **Z**.[2] However, there is abundant evidence of **Z**. The main sources of that evidence are **1, 2, and 3.**[3]

BODY***:***

Perhaps the most obvious source of evidence for **Z** is the fact that **1**, which shows up in many striking details **.**[4] **1**. First of all, **1** is seen in the **A** that is ever present.[5] Second, it [**1**] shows up in **B**. [6] Finally, **1** is observed in **C**.[7]

[8]The second most obvious source of evidence for **Z** is the fact that **2**, which shows up in many striking details. First of all, **2** is seen in the **A** that is ever present. Second, it [**2**] shows up in **B**. Finally, **2** is observed in **C**.

A third clear source of evidence for **Z** is the fact that **3**, which shows up in many striking details. First of all, **3** is seen in the **A** that is ever present. Second, it [**3**] shows up in **B**. Finally, **3** is observed in **C**.

CONCLUSION***:***

The obvious evidence from **1** receives corroboration from both **2** and **3**.[9] Thus the truth of **Z** appears quite certain.[10] Therefore, those who know **X** well will see it not simply as a case of **Y** but also as a case of

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[1] This section links the topic of the paper to the interests of the readers.
[2] This is the thesis statement.
[3] This is a statement of method, a section that tells readers what to expect in support of the thesis.
[4] This is the first topic sentence of the body. It provides a link to the thesis and to the paragraphs details.
[5] This is the first supporting idea of the paragraph. It is linked to the topic sentence, and it may be supported in turn by additional detailed or illustrating sentences.
[6] Second supporting idea of the paragraph.
[7] Third supporting idea of the paragraph.
[8] The second and third paragraphs of the body follow patterns that are similar to those in the first paragraph one.

Z.[11] This fact may complicate their thinking about **X**, but it will also prevent them from making the unfortunate mistake of taking it simply as a case of **Y**.[12]

[9] This is a summary of main points. It connects the main points to the thesis and to each other.
[10] This states the degree of support that the body supplies for the thesis.
[11] This is another statement of the thesis—usually a more complete, nuanced, or emphatic statement than in the introduction.
[12] This section links the last statement of the thesis to the interests of the readers.

ORGANIZATIONAL METHODS FOR PAPERS AND PARAGRAPHS

Paragraphs and papers can be organized according to a variety of methods. So far this book has explained spatial, time, progressive, and contrast as methods of organization. Two other important methods are classification (a method that is very frequently used in themes) and comparison (a method that is very similar to contrast). A final method is a causal analysis pattern, which is more rarely used.

All of the previously mentioned methods of organization can useful for organizing both paragraphs and complete papers. These methods are illustrated in the five following examples of outlines. These outlines do not include sections for the introduction and conclusion because those parts of the paper are often difficult to plan during the stages in which a writer is organizing the body of the paper. Usually those sections of the paper can be more easily crafted after at least one draft of the body of the paper has been completed. Each outline provides a section entitled “Statement of Purpose,” which provides an explanation of the purpose for the paper that is outlined. Each outline also provides a brief explanation of the method of organization.

METHOD OF ORGANIZATION: TIME (& CLASSIFICATION)*

STATEMENT OF PURPOSE:
READER: Instructor of History 264 (17th grade reading level, good knowledge of the history of the Key Peninsula, professional interest)
OBJECTIVES: To inform and persuade
THESIS: Within a relatively short time after the resources of the Key Peninsula were recognized, they were exploited by white settlers.

OUTLINE:

I. The early explorers provided a general inventory of the peninsula's resources.
   A. Peter Puget's inventory was the first rough one (1792).
   B. Hudson's Bay employees explored the peninsula from Ft. Nisqually beginning about 1835.
   C. The Wilkes Expedition provided the first American report on the peninsula's resources in 1841.

II. The early settlers were quick to exploit the resources of the peninsula (1850-1900).
   D. Farming began as early as 1852 in Vaughn and 1858 in Longbranch.
   E. Logging had begun around Home by 1870.
   F. Fishing and gathering shellfish became part-time occupations of some residents by 1875.
   G. Bricks were made from local materials by 1880 in Lakebay.
   H. The tourist trade (vacation lots at Longbranch and hotels at Delano Beach and Glen Cove) began about 1890.

III. Since 1900 only a few new resources have been tapped on the peninsula.
   A. Expansions of logging (1890-1920), farming (1890-1930), and the tourist trade (1890-present) were the largest changes during the period.
   B. Huckleberry foliage (used in floral decorations) became an important product of the peninsula after 1935.
   C. Commercial geoduck dredging is the most recent new operation (since 1960.)

**A paper organized according to time must have its points listed in chronological order. If there are no clear chronological breaks between groups of points, some sort of classification can be used to divide the points into groups. (In the above example, the list of events is grouped according to types and levels of activities.)*

METHOD OF ORGANIZATION: SPACE (& CLASSIFICATION)*

STATEMENT OF PURPOSE:
READERS: Readers of the *TNT* "Go" section (11th grade reading level, a very general knowledge of the state's resources and of the Key Peninsula, personal interest)
OBJECTIVE: To inform
THESIS: A drive through the Key Peninsula can provide your family an education in the natural resources of Western Washington.

OUTLINE:

I. The north end of the peninsula illustrates the salt water's resources.
   A. The fish hatchery at Minter provides for the continued salmon runs.
   B. The Minterbrook Oyster Company raises and harvests Pacific Oysters.

II. The central part of the peninsula illustrates the land's resources.
   A. Near the Shelton cutoff dense huckleberry, salal, and Oregon grape provide greenery for florists.
   B. Areas north of Key Center show the signs of being logged within the last five years.
   C. Small farms flank the road between Key Center and Home.

III. The southern end of the Key Peninsula illustrates recreational opportunities.
   A. Bay Lake and Lakebay provide opportunities for boaters and fishermen.
   B. Penrose Point State Park provides opportunities for campers, picnickers, and clam diggers.
   C. Longbranch has an excellent view for sightseers and a marina for boaters.

**A paper which is organized according to space should have its points ordered according to some consistent motion through space. That motion can be geographical (as in the above example), directional (up, down, right, left, forward, etc.), circular, or some reasonable combination of motions. If there are not clear spatial breaks between groups of points, some sort of classification can be used to divide up the points into groups. (In the above example, the list of resources is divided according to the source and use of the resources.)*

METHOD OF ORGANIZATION: CLASSIFICATION*/PROGRESSIVE ORDER**

STATEMENT OF PURPOSE:
READERS: Students in a Geography 200 class (12th grade reading level, little knowledge of the Key Peninsula and a fair knowledge of the principles of geography, professional interest)
OBJECTIVE: To inform
THESIS: The natural resources of the Key Peninsula provide most of the jobs for those who live and work on the peninsula.

OUTLINE:

I. Because of the area's natural beauty, the recreational industry provides the largest number of jobs.
   A. Many residents' jobs are completely dependent upon the recreation industry (public and private park management and maintenance, marinas, summer camps, etc.).
   B. Most other residents' jobs are partly dependent upon the recreation industry. (restaurants, service stations, real estate sales, general merchandising and services)

II. Renewable (living) resources provide the second largest number of jobs.
   A. The forests' resources provide many jobs for loggers and brush pickers.
   B. The fields' resources provide jobs for small scale farmers and Christmas tree farmers.
   C. The salt water's resources provide jobs for some residents in fishing, fish culture, and shellfish culture and collection.

III. Merchandising provides the third largest number of jobs.
   A. Grocery stores provide the largest number of jobs in this category.
   B. Restaurants provide the second largest number of jobs in this category.
   C. Other merchandising also provides a significant number of jobs.

IV. Other occupations, especially in private and public services, provide the fourth largest numbers of jobs.
   A. Private services include those provided by construction contractors, utilities, mechanics, carpenters, electricians, plumbers, etc.
   B. The public services include those provided by the school district and by county, state, and federal governments.

**A paper organized by classification is able to discuss a large number of items by putting them into groups each of which is clearly defined by a specific common element. The common element could be defined according to standard categories (as the standard categories of economic activities in the above example) or according to some characteristic which you have observed. You should make the categories as distinct from each other as possible. (This method of organization will also require a second method—a method of ordering the groups—e.g., progressive, time, or*

space.)

a paper organized by progressive order has its main points listed in an order from* ***most *_____ to* ***least*** *_____ or from* ***least*** *_____ to* ***most*** *_____. It could be order of size (as in the above example), order of importance, order of cost, order of generality, order of greenness, etc.*

METHOD OF ORGANIZATION: CONTRAST (OR COMPARISON)*

STATEMENT OF PURPOSE:

READERS: Readers of *Peninsula Gateway* (10th grade reading level, good knowledge of the present Key Peninsula and a fair knowledge of the history of the Key Peninsula, curiosity interest)
OBJECTIVE: To inform and entertain
THESIS: One hundred years ago the residents of the Key Peninsula were much more isolated from rest of the Puget Sound region than they are today.

OUTLINE:

I. One hundred years ago the system of roads which now connect the Key Peninsula with the cities of the Puget Sound area did not exist.
   A. Today all the peninsula communities have quick and convenient access to Gig Harbor, Bremerton, Tacoma, and Seattle.
   B. One hundred years ago most connections between the Peninsula and the cities of the region depended on the regular but rather slow steam ship that plied Puget Sound.

II. One hundred years ago many fewer residents of the peninsula regularly traveled to the cities of the region.
   A. Today many peninsula residents hold professional positions or specialized jobs that take them to the cities regularly.
   B. One hundred years ago only a few residents (fishermen, steamer crews, and some merchants) made regular trips to the cities.

III. One hundred years ago residents of the peninsula much less frequently came into contact with visitors to the peninsula.
   A. Today most of those who live and work on the peninsula work at jobs that bring them into contact with those who visit the peninsula, (e.g., they work in the recreation industry and merchandising).
   B. One hundred years ago, because most residents worked with other residents, the appearance of an outsider was a special event.

**A paper organized by comparison (similarities) or contrast (differences) can deal with two subjects in one of two ways, a point-by-point or parallel point pattern. Two simplified examples are listed below.*

POINT-BY-POINT (usually clearer)	PARALLEL POINT (useful in some cases)
Thesis: Ford is cheaper than Chevrolet. I. Purchase price A. Ford B. Chevrolet II. Operating costs A. Ford B. Chevrolet	Thesis: Ford is cheaper than Chevrolet. I. Ford A. Purchase price B. Operating costs C. Repair costs II. Chevrolet A. Purchase price B. Operating costs

III. Repair costs A. Ford B. Chevrolet	C. Repair costs

METHOD OF ORGANIZATION: CAUSAL ANALYSIS*/PROGRESSIVE ORDER

STATEMENT OF PURPOSE
READERS: Instructor of a Geography 100 class (17th grade reading level, fair knowledge of the Key Peninsula and very good knowledge of principles of geography, professional interest)
OBJECTIVE: To inform and persuade
THESIS: Within the last one hundred years the creation of a system of roads on the Key Peninsula has increased the transferability of goods and services and made the peninsula an integral part of the Puget Sound economic region.

OUTLINE:

I. The system of roads has brought the Key Peninsula much closer to the rest of the Puget Sound economic region.
   A. One hundred years ago, when costly and time-consuming steamers were the main means of transportation, the Key Peninsula was relatively isolated from the rest of the region.
   B. Today, since cheaper and quicker auto traffic is the main means of transportation, there is greater interdependence between the Key Peninsula and the rest of the region.

II. A contrast between today's auto and ship transportation shows how significant the increased transferability is.
   A. The cost of transporting goods between Puget Sound points by ship is roughly twice the cost of truck transportation.
   B. The speed and convenience of auto traffic makes it preferable to ship traffic for personal transportation.

III. Other factors are contributing causes, but are not as significant as the change in transferability.
   A. Although complementarity (differing resources and needs within the region) has increased in the last sixty years, it would have had a minor effect without the creation of the system of roads.
   B. Although intervening opportunity (proximity to sources of supply) was necessary to drawn the Key Peninsula into the Puget Sound region, this factor has not changed within the last o ne hundred years.

**A paper which is organized according to a causal analysis pattern should have its main points determined by the answers to three questions. The phrasing of the questions varies depending on whether they are asked about the future or about the past and present.*

THE QUESTIONS ABOUT THE FUTURE ARE THESE:
1. Will the cause be sufficient to produce the desired effect?
2. Would another more desirable cause produce the same effect?
3. Will the cause produce other undesirable effects?

THE QUESTIONS ABOUT THE PAST AND PRESENT ARE THESE:

1. Was (or is) the cause sufficient to produce the actual effect?
2. Would another more likely cause produce (have produced) the same effect?
3. Is there evidence (independent of the actual effect) to prove the cause's existence?

USE AN EFFECTIVE METHOD OF CREATING AN OUTLINE

Although the papers in the following chapters do not provide challenges in creating basic patterns of organization, knowing a method of organizing an outline can be helpful. The three basic steps for creating an outline are these:

1. list all possible ideas, details, and examples;
2. group the possible items according to some method of classification;
3. then put the groups and the items within groups into reasonable order.

1. LIST ALL POSSIBLE IDEAS, DETAILS, AND EXAMPLES.

This is a brainstorming step. You should not be concerned with the order or the suitability of any of the ideas you record. The only rule is that you should put each item you list on a separate line. Write down all the possible ideas that the paper could cover. Add any examples of those ideas that you can think of. Also add any details that could support any of the idea. Again—order is not important.

2. GROUP THE POSSIBLE ITEMS ACCORDING TO CLASSIFICATION.

The second step actually involves two parts. The more important part is the actual grouping of items. But the second part, which can be almost as important, is eliminating the items that do not fit in the paper. Sometimes we have to recognize that some of our ideas are not closely enough related to belong in the same paper.

There are two methods of classifying the items. One is a mechanical one that can be done on physical pieces of paper. The other is a computerized version that can be done with a word processor. If you like the old-fashioned mechanical way, you need to cut up your paper into separate strips of paper—with just on item on each piece of paper. Then you pile the paper strips into a pile and read through the whole pile once. The last part of this process is to look for common characteristics in the items you read. For example, if you are writing about restaurants, you might find that you can group ideas and details about restaurants according to their locations—urban, suburban,

small town, rural, and interstate rest stop. On the other hand, it is also possible to group these items according to ethnic varieties of restaurants, according to the cost of the restaurant, or according to their style of serving. Consider which method of grouping would be most useful for clarifying your thesis. For example, if your thesis has to do with the mindsets of those who open their own restaurants, perhaps a grouping by ethnic types of food could be useful because of the differences in cultural mindsets.

The more technological version of this sort is to use the word processing program to sort your items. After reading the items on the screen, you can go through them a second time and put numbers in front of each item to indicate which category it could belong to. At this point the numbers don't have any significance; the first group you notice is ***1***, the second one is ***2***, etc. After you have all the items numbered, use the word processor's sort function to put all the ***1***s in one section, the ***2***s in the second section, etc.

Regardless which system you use up to this point, the last step is to limit the number of groups you have. You will probably notice several items or groups of items that don't seem to belong. Either they don't have enough in common with anything else to belong in the same paper, or they are such small or insignificant groups that they wouldn't merit inclusion in the paper. After eliminating these less important items, you should have somewhere between two and five groups. If you end up with more than five, look for some characteristics that two or more groups have in common so that you can put them into one larger group. The goal here is to have between two and five groups, but the idea number will be closer to three than to five.

3. ORDER THE GROUPS AND THE ITEMS IN THE GROUPS.

The last step in the process is to put the groups in order and to put the items within the groups in order. This is the portion of the process in which the specific methods of organization—specifically spatial order, time order, progressive order, and comparison and contrast orders—are the most useful.

First of all, check to see which order of groups would be most useful for making your thesis clear. For example, if your thesis has to do with the mindsets of those who open their own restaurants and you have grouped items by ethnic types of food, consider using a spatial order of the groups. You could organize the groups by the regions of the world from which those foods come or by the regions of the US in which those foods are popular. This method of organization can make some sense because those from or living in one area could have similar mindsets.

Second, put the items in each group into an order that helps you explain each section of your paper most effectively. The method you choose here may be the same as you used to order the groups themselves. Or it could be a completely different one. For instance, in the example mentioned in the previous paragraphs it could make sense to order the details in a progressive order. Each section could order the elements of restaurateurs' mindsets from the most important element to the least important.

PRINCIPLES FOR FORMATTING OUTLINES

Once you have a rough idea of how a paper is going to organized, it helps to be able to put the standard pattern that experienced writers use. The standard pattern is useful in evaluating our own organization and in asking others' help in evaluating our organization. Here are the principles of the standard pattern of outlining:

1. **Use <u>compete sentences</u> in all headings or combination of headings [unless you are writing an outline for you own use and you are quite familiar with the topic].**

I. The English language developed when A. the Anglo-Saxons created its basis B. the Norwegians and Danes added their words C. the Normans added French words	The three subheadings (**A-C**) are just three parts of the sentence that begin in the major heading (**I**). This combination of headings can work well in some outlines.

2. **Make the outline work for you to understand the <u>relationships between ideas</u>.** Each idea should support the one above. For example, each **A**, **B**, and **C** heading in an outline needs to be a support for the heading above it (**I**, **II**, or **III**). Support means that each idea provides details, examples, history, reasons, comparisons, contrasts, divisions, or definitions for the main idea. In the previous example **A**, **B**, and **C** all provide details about how the language developed (the idea of **I**).

3. **Each time you have <u>one supporting idea</u>, there should be a <u>second one</u>.** If there is no second one, combine the main heading and the supporting one. For example,

I. Major roots of English are in several countries. A. Germany, Norway, Denmark, and France are the sources.	**Should be ➔**	I. Major roots of English are in Germany, Norway, Denmark, and France. ***OR*** I. Major roots of English are in three counties. A.The first source is Germany. B.The second is Norway. C. The third is France.

4. **Make sure that the major heading for a section (e.g., I, II, III) states the <u>main idea</u> that details support <u>rather than</u> just being the <u>first detail</u> in a list.** Sometimes the main idea isn't stated and you need to formulate it for yourself. For example,

I. The Anglo-Saxons created the basis of English. A. The Norwegians added words. B. The Normans added words.	**Should be ➔**	I. The English language developed when A. The Anglo-Saxons created its basis B. The Norwegians and Danes added words C. The Normans added French words.

5. **Do <u>not</u> use <u>too many headings</u> at any one level** (e.g., not A-Q). If you find too many items at one level, try to group them in larger categories. For example, if you have a long list of countries, it may make sense to group them by regions—Africa, Asia, etc.—or by another important characteristic—e.g., how they support their major idea.

I. Speakers of many languages had a hand in the development of English. A. German speakers . . . . B. Norwegian speakers C. Danish speakers . . . . D. Latin speakers . . . . E. French speakers . . . . F. Spanish speakers	**Should be ➔**	I. Speakers of many languages had a hand in the development of English. A. Speakers of Germanic languages . . . 1. German speakers . . . . 2. Norwegian speakers . . . . 3. Danish speakers . . . . B. Speakers of Romance languages . . . 1. Latin speakers . . . . 2. French speakers . . . . 3. Spanish speakers . . . .

6. **Do <u>not</u> outline <u>minor details</u>** (e.g., usually not below the 1, 2, 3 level unless the piece is quite long). In short papers (less that 1000 words long), even the 1, 2, 3, level is seldom needed.

FROM AN OUTLINE TO PARAGRAPHS OF A THEME'S BODY

There are several ways in which an outline can be translated into the paragraphs of the body of a theme. A writer has a range of freedom to decide where paragraphs begin and end. The three principles that should govern a writer's turning an outline into paragraphs of the body of the theme are these:

1. Make the paragraph construction clarify the relationship between main idea and support.
2. Make the paragraph lengths add to the ease of reading for your specific readers (shorter for less experienced readers).
3. Make the paragraphs of the body of a short theme of relatively similar length to support that impression that all portions of the body have received equal thought. (Long themes often have a variety of paragraph lengths in order to emphasize certain ideas or to break the monotony of a string of similar paragraphs.)

The following examples of translating an outline to paragraphs (indicated by the paragraph symbol ¶) illustrate several points. First, there is not a uniform translation of major points (**I**, **II**, etc.) or minor points (**A**, **B**, etc.) into topic sentences. In some cases the major points are included in the paper as ***supper topic sentences***, a term used here to indicate a major idea for a section of the theme that is composed of more than one paragraph. Second, although each outline has the same number of minor points (**A**, **B**, etc.) in each section, this uniformity is not necessarily a benefit in all outlines. Third, in addition to the patterns listed below, there are many others with the range of choices for writers.

OUTLINE	PARAGRAPHS OF THE BODY
BASIC FIVE-PARAGRAPH THEM PATTERN I. FIRST MAJOR SUPPORT A. First minor support B. Second minor support C. Third minor support II. SECOND MAJOR SUPPORT A. First minor support B. Second minor support C. Third minor support III. THIRD MAJOR SUPPORT A. First minor support B. Second minor support C. Third minor support	¶ 1: FIRST TOPIC SENTENCE First, second, and third minor supporting ideas with their details and illustrations. ¶ 2: SECOND TOPIC SENTENCE First, second, and third minor supporting ideas with their details and illustrations. ¶ 3: THIRD TOPIC SENTENCE First, second, and third minor supporting ideas with their details and illustrations.
SECOND CHOICE FOR A SHORT OUTLINE I. FIRST MAJOR SUPPORT A. First minor support B. Second minor support II. SECOND MAJOR SUPPORT A. First minor support B. Second minor support	¶ 1: FIRST ***SUPER*** TOPIC SENTENCE FIRST TOPIC SENTENCE and supporting details, etc. ¶ 2: SECOND TOPIC SENTENCE and supporting details, etc. ¶ 3: SECOND ***SUPER*** TOPIC SENTENCE THIRD TOPIC SENTENCE and supporting details, etc. ¶ 4: FOURTH TOPIC SENTENCE and supporting details, etc.

THIRD CHOICE—A MIXED PATTERN	
I. FIRST MAJOR SUPPORT A. First minor support	¶ 1: FIRST ***SUPER*** TOPIC SENTENCE FIRST TOPIC SENTENCE and supporting details, etc.
B. Second minor support	¶ 2: SECOND TOPIC SENTENCE and support
II. SECOND MAJOR SUPPORT A. First minor support B. Second minor support	¶ 3: THIRD TOPIC SENTENCE First and second minor supporting ideas with their details and illustrations.

WRITE AN EFFECTIVE INTRODUCTION AND CONCLUSION.

FUNCTIONS OF THE INTRODUCTION AND CONCLUSION

Generally, the introduction and conclusion have three jobs: (1) state the thesis of the paper, (2) link that thesis to the interests of the readers, and (3) link the thesis to the main points of the body of the paper (points I, II, III, etc. on the outline). The numbers below indicate the order in which these jobs are most commonly done in the introduction and conclusion.

INTRODUCTION	CONCLUSION
1. Gets the readers into the subject and mood of the paper, clearly indicates the service the paper will perform for the readers.	***3***. Takes the subject and feeling of the paper back to the readers' world, clearly shows that the writer has completed his service for the readers.
2. Usually states the thesis of the paper (at least states its specific topic)	***2***. Usually restates the thesis of the paper.
3. States the main points of the body of the paper (or the method of organization) in order to link the main points of the body to the thesis. (This step is called the statement of method.)	***1***. Usually restates (summarizes) the main points of the body of the paper in order to show their relationship to the thesis of the paper.

VARIATIONS ACCORDING TO THE PAPER'S OBJECTIVE

INFORM:

1. Indicates the value of the information for the readers' profession, hobby, or satisfaction of their curiosity.	***3***. Emphasizes the value of the information.
3. Indicates specifically what readers can expect in the paper's body.	***1***. May emphasize the points in the body that are of most importance to the readers

PERSUADE:

1. States what is at stake to gain interest, sets the tone (feeling) of the paper	***3***. Emphasizes the effect of the thesis on the readers' lives, may call for action.
2. States the topic if the writer doesn't want to disclose his thesis immediately.	***2***. May state the degree of certainty of the thesis.
3. Explains the logical necessity of the main points of the body, may define some key terms.	***1***. May emphasize the most important arguments for the thesis.

ENTERTAIN:

1. Catches the readers' interests, sets the tone.	***3***. Ends with an emphatic point (like the punch line of a joke).
3. Hints at a statement of method.	***1***. Sums up the feeling more than the specifics of the body.

Most writers find it easiest to write a draft of the body of the paper first, the conclusion second, and the introduction last.

During evaluation of the paper, check to see that the introduction and conclusion are as consistent as possible in idea and in tone.

CHAPTER 25: FINDING AND COMBINING SOURCES—READING

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that illustrations from two or more independent sources are more convincing that just one illustration***
- ***Identify significant similarities and differences between causes and effects of events in independent sources***
- ***Support a main idea with concrete details from two independent sources—personal experience and a written account***
- ***Write a summary***
- ***Use a summary to find supporting details***
- ***Compose a main idea sentence based upon a significant similarity or difference between events in two independent sources***
- ***Use division and chronological patterns of organization***
- ***Provide transitions to connect details from two similar or contrasting illustrations***

REASONS FOR THIS ASSIGNMENT

We are sometimes required to write about topics from our own experience, as we have done in earlier chapters. However, instructors and employers usually expect us to integrate our experience with information from a variety of other sources. In the assignments in the following chapters, we will talk about a major critical thinking skill: how to synthesize information from different sources. Although the methods of arriving at main ideas are much the

same as we have used in previous paragraph assignments, we will have to consider information from outside sources.

Business writing requires many critical thinking skills. One of the most important is the ability to combine information from different sources to arrive at and to support our opinions. An employer or client would have to have a lot of faith in us to accept a business recommendation based only on our own experience. Likewise, a person would have to have a lot of faith in another source if that were all that we used. Combining information from separate sources counteracts of two weaknesses in people's critical thinking. The first problem is that a source may misunderstand the reported information. In the case of information based on memory, a person's memory may be faulty. Our memories can fail because we confuse different memories or because an overpowering emotion or belief makes our memories of a particular situation conform to it. In the case of a written source, the writer may not report accurately because of faulty memory, writing, thinking, or observing. Even doctors, who have some of the most rigorous training available to any profession, can make mistakes of observation and reasoning about their observations. That is why we are wise to get a second opinion about a serious medical condition.

A combination of sources also helps overcome the second problem, which is that one source of information may not be trustworthy. Obviously, we trust our own honesty, but we have to recognize that almost everyone has at least shaded the truth at some time. If almost everyone has done that, our readers are justified in not trusting in an opinion based on information from just one source. It is reasonable to ask for a second source. Although there is always the possibility that two sources could both be inaccurate or untrustworthy, the probability is less that that for just one source.

College writing assignments have many of the same characteristics as business assignments. College instructors assign writing projects for several reasons. First, they ask us to find actual situations in our life and in our reading that illustrate the concepts of a course so that we can see for ourselves how the concepts apply to real-life situations. In these assignments both sources of information—our life and our reading—are important. Second, they ask us to select and combine reliable sources as a means of developing general critical thinking skills as well as the thinking skills that are specific to the discipline. For example, an anthropology instructor may evaluate your research paper on how well your illustrations fit the principles of anthropology. But, in addition, the paper is likely to be evaluated on the number of sources you use and the reliability of those sources. For example, three sources in a paper would not be as good as nine, and an article

from a professional anthropology journal would be more reliable than one from *Readers' Digest*.

The assignments in this chapter require just two sources. Although most business and college situations require several sources, using two sources is one step toward the goal of handling several.

LIMIT THE TOPIC.

Write a paper that supports an idea about PEOPLE IN GENERAL. Base the idea on both your experience and another person's experience reported in a published story.

Limit the paper to ONE IDEA or LESSON that you learned or that could be learned from the two experiences. Lessons taught from some experiences are very clear. But these lessons may also be considered so obvious as to be matters of fact. Lessons from other experiences may be less obvious, but, explained well, they are also more valuable to the readers. You also need to make sure that you do not try to cover all the lessons or ideas that can be learned from the situations you relate in your paper

In this paper—as in most papers—you have to be attentive to limiting the topic. For example, you might realize from your reading and thinking about your experience that children have several negative feeling when parents help without asking whether help is wanted. In this case don’t try to summarize all the feelings in one paper. Limit the topic to just one of those feelings. This severe limitation of a topic is emotionally hard on some writers because they are so committed to the ideas that they have discovered. They feel that omitting one part of their discovery is like abandoning their baby on the street. (If you feel that you really have to write about all your ideas, you could write a second or even a third paper on the other aspects of your thinking. After all, it seldom hurts to do more than is necessary for an assignment. And you may find that the second or third paper turns out better than the first one.)

CHOOSING A MAIN IDEA

Your paper needs to provide a clear statement of its main idea—a statement of a significant idea or lesson about people in general. Base the idea on your experience and the experience in one of the stories you have read. The main idea you write about here may be the one that you found as a common link between your experience and that of another person in the assignment in Chapter 20. Then again, you may have thought of another idea that would better serve as your

main idea for this paper. As in other assignments, it should avoid matters of personal taste and ideas that are obvious enough to be considered matters of fact. Also avoid main ideas in which the topic or the key concept is too specific, general, or absolute.

THINKING ABOUT IT: FINDING THE BIG IDEA

In order to find the big idea—one significant enough to make a good main idea for a paper—you may find one or more of the following strategies helpful.

QUESTION YOUR DETAILS.

In searching for a significant idea for your main idea, you may benefit from asking questions about causes and effects similar to those listed in Chapter 20. Thinking about causes and effects can help you to answer questions about why life happens the way it does. Readers are appreciative of clearly reasoned answers to their questions about specific situations in life. Here are some specific questions you may want to answer:

CAUSES

1. What causes a person to be in this situation or acting in such a way?
2. What does this experience say about the personality, attitudes, or values of a person in this situation?
3. What does this experience say about past experiences of a person in this situation?
4. What kinds of actions by others can put a person in this kind of situation?

EFFECTS

1. How does this kind of experience affect the life of a person?
2. How can this kind of experience shape the personality, attitudes, or values of a person?
3. What does this experience indicate about future events for a person in this situation?
4. How should people deal with a person in this kind of situation?

If, for example, you were writing a paper about children resenting a parent's attempt to help, you might ask any one of these questions. Perhaps you recall your resentment of your parents and wish there had

been a way to avoid it. The question then could be "How should people deal with a person (a child) in this kind of situation?" It may be that one illustration—either from your experience or from the story—showed an effective way of avoiding with this resentment. The contrast between the two situations would supply an answer to the question. This answer not only provides you with your main idea; it may also provide a way to avoid making your children resent your attempts to help.

WRITE AND EVALUATE SEVERAL POSSIBLE STATEMENTS OF THE MAIN IDEA: TAILOR THE STATEMENT TO THE READERS' INTERESTS AND TO THE FACTS.

A good main idea clearly fits both the facts and the interests of our readers. We sometimes have difficulty doing both things at the same time. We can benefit from understanding the ways in which our main idea can fail to do both jobs. In some situations the main idea claims too little: it talks too much about specific situations and not about the situations of our readers. In other cases the main idea claims too much: it talks about people and situations to which it does not truly apply. Here are the specific failings of a main idea:

- The main idea is too specific or narrow.
- The main idea is too general or broad.
- The main idea is unqualified—that is, applying to all or almost all situations when it would be more reasonable to claim that it applies to fewer cases.

A look at each of these failings will show the different ways in which a main idea can go astray. If you want another look at the definitions of the terms *specific* and *general,* you can check Chapter 18. Other terms often used as synonyms for *specific* and *general* are *narrow* and *broad*.

To understand how to work through these problems, let's assume that you are working with two people’s experiences on camping trips that ended prematurely. On one of these trips a lack of precaution meant that bears were able to steal most of your food. On the other one a lack of a tent meant that the campers got drenched in a steady downpour. In discussing these experiences, you could choose "city dwellers" as the topic and nature's effect on them as the key concept.

THE MAIN IDEA CAN BE TOO SPECIFIC OR NARROW.

If you make the topic part of the main idea too specific, the main idea is less interesting to your readers. Look at these versions of a main idea:

MAIN IDEA	COMMENT
• When *we* and the *Smiths* went camping unprepared, nature sent *us* scurrying back to the city.	This main idea is too specific because it mentions specific people—*we, us*, and *Smiths*—the people in the stories and omits any other people (e.g., the readers) to whom the idea also applies.
• When people go camping without a tent and don't protect their food from bears, nature can send them scurrying home. • When city dwellers go camping unprepared, nature can send them scurrying back to their *warm, centrally heated rambler in the middle of a large city*.	These main ideas are too specific because they mention very specific details of the illustrating story—*tents* and *bears*; and *warm, centrally heated rambler in the middle of a large city*. These main ideas are too specific because the main idea of the paper could apply to those who experience different troubles and return to different homes.

THE MAIN IDEA CAN BE BROAD OR GENERAL.

On the other hand, main ideas that claim too much do not appeal to readers because they do not seem honest. If you make the topic too general, the main idea claims more than the story's details can support.

MAIN IDEA	COMMENT
• When city dwellers go camping, nature can send them scurrying back to the city.	This main idea may have some truth. But it is too general because the details of your story do not support it. The details of your story clearly indicate that you were **unprepared** for your encounter with nature.

• When city dwellers go camping unprepared, nature may give them a *nasty surprise*.	In this main idea, the *nasty surprise* could describe what happened. But it is general or broad enough that it could cover a host of other possibilities—such as injury or death—which the details of the paper do not address.

THE MAIN IDEA CAN BE UNQUALIFIED.

The term *unqualified* has some similarities to the terms *general* and *broad*. ***Unqualified*** refers to a statement that does not allow exceptions or degrees. An unqualified statement indicates that it is *always* true, is true of *all* items under discussion, or is unlimited in degree. For example, a statement like "*All* people need other people" is unqualified because it covers *all* people. And a statement like “His story is a *totally* untrue” is unqualified because it omits the fact that the story may have *some* truth in it. Here are some main ideas that fail because they are unqualified:

MAIN IDEA	**COMMENT**
• When *any* city dwellers go camping unprepared, nature can send them scurrying back to the city. • *Whenever* city dwellers go camping unprepared, nature sends them scurrying back to the city. • When city dwellers go camping unprepared, nature *always sends* them scurrying back to the city.	These main ideas are unqualified because the terms *any*, *whenever*, and *always* indicate that there are no or few exceptions to the general idea. Even if you left out the always in the last example, *sends* by itself could imply that the result always occurs. Since the details of the illustrating story include just two families’ experiences, it does not provide adequate support for an unqualified main idea.

THE BEST MAIN IDEAS AVOIDS THESE EXTREMES.

After looking at all these criticisms of main ideas, you might finally arrive at a version that is more appropriate than any of your previous attempts:

> When city dwellers go camping unprepared, nature can send them scurrying back to the city.

This version is not too general or absolute because it talks of *unprepared* campers and says that nature *can* send them back to the city. It is not too specific because it doesn't mention any of the specifics of our experience.

MAIN IDEA EXERCISE 24-1: TOO NARROW, TOO GENERAL, AND UNQUALIFIED MAIN IDEAS

For each set of sentences identify the best main idea by eliminating the ones that are too specific, too general, or unqualified.

Set 1

1. A return to my grandmother's house made me feel how much I missed her.
2. A return to a place from a person's past will make her feel deeply what time has stolen from her.
3. A return to a place from a person's past can make her feel deeply what time has stolen from her.
4. A return to a place from a person's past can be devastating.
5. A return to a place from a person's past can make her feel deeply the loss of her beloved grandmother.

Set 2

1. Guilt is an heirloom that can be passed on from one generation to the next.
2. Guilt is an heirloom that is passed on from one generation to the next.
3. Guilt is an heirloom that stays in a family.
4. I am passing on to my children the heirloom of guilt that my mother passed on to me.
5. Attitudes toward life are heirlooms that can be passed on from one generation to the next.

Set 3

1. When they try to outsmart their parents, children sometimes outsmart themselves.
2. Sometimes, when they try to outsmart their parents, children only end up having to clean up a bigger mess in the kitchen.
3. Once, when I tried to get out of doing my chores, I only made my work harder.
4. When they try to outsmart their parents, children only outsmart themselves.
5. Sometimes, when they try to outsmart their parents, children cause unhappiness.

Set 4

1. In some situations parents can teach their children to say that they are sorry when they are not.
2. In many situations parents teach their children how to be hypocrites.
3. In some situations parents can teach their children how to be hypocrites.
4. My mother once put so much pressure on me that I said that I was sorry even though I wasn't.
5. In some situations parents can teach their children how to act inappropriately.

Set 5

1. Some children have such a dedication to the truth that it causes problems.
2. Most children have such a dedication to the truth that they suffer incredibly at the hands of others.
3. Some children have such a dedication to the truth that they suffer incredibly at the hands of others.
4. Once my father severely beat me with a leather strap because I wouldn't confess to stealing when I really didn't steal anything.
5. Some children have such a dedication to the truth that they are beaten with a leather strap.

LOOK FOR SIGNIFICANT SIMILARITIES OR DIFFERENCES.

As in previous assignments, this assignment challenges you to find a significant idea to write about. Because this paper requires two sources—your memory and your reading—you need to begin the assignment by comparing the two sources. If you have done the paper in Chapter 20 on connecting ideas from different sources, you have probably have found a significant similarity of difference. If you have not done that assignment or are not satisfied with the idea you noticed, check the sections entitled “SUMMARIZING A STORY,” “WRITING A SUMMARY” in Chapter 20.

PAPER BODY

The body of the paper should contain supporting details from two experiences—yours and those of the writer of the story. The details you choose should emphasize one limited, qualified main idea. You may also choose some additional details to provide background and to emphasize the authenticity of the stories. However, you will probably not have much room for those details in a short paper that covers two people's experiences. The section of the paper that deals with the

other person's story should mention the person's name and the source of the story (name of the story or the magazine, newspaper, or book) that it came from.

CONCRETE DETAILS

In reporting the concrete details of your experience, you can make the details as concrete as your memory and vocabulary can make them. The more concrete they are, the stronger the effect on your readers. In reporting details from the story, however, you cannot make the details any more concrete than those that the writer chose to include. If you were to make them more concrete, you would not be completely honest. If you were to make them less concrete, you would risk losing the effectiveness of the details. So, at least for part of the paper, the best result could come from reporting the exact words of the story. The writer's exact description of an object, an action, or a person's statement often contains the best support for your main idea. So to provide those exact statements of the writer, you will need to consult the original story rather than you’re your summary of it. When you report what someone else has said or written, however, you need to put those words in quotation marks. You also need to be careful not to include your own wording in the quotation marks. (Check Chapter 12 for further information about using quotation marks and other punctuation marks used with quotations.) Although readers prefer concrete details, you may have to summarize some portions of the story because there is not room to relate the whole story in your paper. When you choose to summarize, make sure that you avoid summarize critical parts of the story. Those critical parts—the ones that are the most dramatic or the most concrete illustrations of your main idea—should be quoted. Finally, you should avoid summarizing more than readers need to know to understand the idea in the main idea.

COMPARISONS, AND INFERENCE

You can more effectively present your examples by providing appropriate comparisons in both paragraphs of the body. As with the details, make sure that comparisons describing the other person's experience are honest and accurate. Inferences can play a larger role in the section that provides details of the other person's experience. Although you can tell your readers what you felt during your experience, the writer of the story may not have chosen to explain the feelings of the people in the story. In that case you will have to infer what a person felt from the details that are included in the story. This kind of inference is like those made about the live persons in the assignments of chapters 22 and 23.

USE DIVISION AND CHRONOLOGICAL ORGANIZATION.

The main idea should be very close to the beginning of the paper. Before your main idea, you may need a sentence or two of background to identify the kinds of situations that the main idea applies to. See Chapter 24 for information on how to organize a longer paper (or theme).

The rest of the paper should be divided roughly in half. Each half should report the details of one of the two experiences that illustrate the main idea. The two parts do not need to be exactly equal in length; however, if they are too unequal, you will give the impression that one of your examples is not a very good one. Generally, putting the better example first is the best strategy. The better one is the one that most forcefully illustrates the main idea.

Because each paragraph of the body relates an experience, it will probably follow a chronological (time) order. Just tell the events in the order in which they happened.

PROVIDE TRANSITIONS.

The main idea about people in general could be connected to the first example with terms like *example* or *instance*, or some other phrasing that communicates the same idea. (See Chapter 24 for more explanation.) At the beginning of the second paragraph of the body, a transition like *in addition*, *also, too, as well, additionally, moreover, further*, and *furthermore* should indicate a further example that supports the main idea. However, if the second example is a contrasting one, the contrast should be signaled with a transition like *however, on the other hand, in contrast*, or *nevertheless*. At the beginning of the second paragraph of the body, it may be in order to make some explicit reference to the idea of the main idea to keep the readers mindful of the point of the upcoming example. Throughout the whole paper make sure that the terms you use for your details help the readers to recall the key terms of the main idea. Within each paragraph of the body, chronological transitions could be helpful.

CONCLUSION 4 AND 5 CHECKLISTS

25. PLAN

- **DUE DATE IS _____**
- **LENGTH AND FORMAT**
  - **LIMIT THE TOPIC:** Limit the paper to ONE SPECIFIC IDEA or LESSON about people in general. But make sure

that neither the main idea's topic nor its key concept is too specific, general, or unqualified.
  - Avoid matters of fact and personal taste.
  - State a reasoned opinion that the details clearly support.
- **REPORT 4:**
  - Use an assigned story.
  - Provide the page numbers (in parentheses) of the words of the story that you cite in the paper.
- **REPORT 5:**
  - Use a story of your choosing.
  - Provide a copy of the story you used.
  - Highlight or underline the words of the story that you cite in the paper.

26. ORGANIZE

- Devote about half of the body of the paper to each story illustration.
- Use time order (or another reasonable order) within each half of the body.
- Provide appropriate introduction and conclusion for the paper [Chapter 24].

27. WRITE—IN THE BODY OF THE PAPER INCLUDE

- **CONCRETE DETAILS:**
  - Identify the source of the story (title and author) and the person in the story.
  - Make sure all the details contribute to the support of the main idea or to the credibility of the reports.
  - Include quotations from the assigned story.
- **COMPARISONS:** Provide comparisons that support each main idea.
- **INFERENCES**:Explain clearly the significance of the details so that readers can easily see how they support each main idea.

28. EVALUATE AND REVISE

- **MAIN IDEA [THESIS SENTENCE]**
  - Limited, not a matter of fact or personal taste
  - Details clearly support the main idea.
  - Main idea is not too specific, too general, or unqualified.
- **ORGANIZATION**
  - Effective division of topic, use of chronological order, and introduction and conclusion.
- **DETAILS, COMPARISONS AND INFERNECES** provide adequate support for the main ideas.
- **TRANSITIONS**
  - Use *example*, *instance,* or other transitional phrases to connect the first person to the main idea.

  - Use *in addition, in contrast,* or another similar transition at the beginning of the second example.
  - Use repetition of the same or similar words to link each example to the key concept of each topic sentence and of the main idea.
- Use pronouns to signal that you are talking about the same person.
- Use chronological or other transitions where needed.
- **Proofread out loud and check spelling, grammar, and punctuation.**
- **SPECIAL ITEMS TO PROOFREAD FOR:**_____

CHAPTER 26: THEME—FINDING AND COMBINING SOURCES—INTERVIEWS

CHAPTER PREVIEW

THE GOAL OF THIS CHAPTER IS TO ENABLE YOU TO

- ***Understand that you can generate your own illustrations from two or more independent sources to support a conclusion***
- ***Understand the importance of collaborating with others in supporting your conclusions***
- ***Understand the importance of audience analysis in determining which ideas qualify as reasoned opinion and thus require support***
- ***Improve your skill at identifying significant similarities and differences between causes and effects of events in independent sources***
- ***Support a conclusion with concrete details from independent sources—personal experience and interviews***
- ***Conduct a productive interview with a classmate or acquaintance***
- ***Draw a conclusion based upon a significant similarity or difference between events in two independent sources***

REASONS FOR THIS ASSIGNMENT

CONSULTING WITH OTHERS

This chapter's assignment requires gathering information from two sources and synthesizing (combining) the information to arrive at a significant opinion. The information you need to gather is about

something that helps or hinders a college a student's effort to complete a degree. The major difference between this assignment and the last ones is that the second source of your information is other college students rather than your reading. To collect your information, you need to interview other college students—preferably those in your present writing class. The ability to conduct an effective interview is a skill that is important in most jobs. In most endeavors teamwork is a necessity. We work with others whose knowledge and participation are important to the success of the organization. We often have the responsibility to consult those with whom we work. In many cases we also have to go outside our organization to search for additional information from those who have had experience with the subject at hand. Knowing how to ask questions is vital to getting the information we need.

Our consultation with others takes two general forms. In the first form of consultation, we have the sole responsibility for reporting a recommendation or decision. In those cases we collect the relevant information from others and then draft and submit the report. In the second form, collecting the relevant information and drafting a report is just the beginning. We then have to submit the report to another individual or to a group to ensure that it accurately represents their interests and concerns about the topic. The final job is revising the report in response to those other people's recommendations. This assignment focuses primarily on the first kind of consultation. But you can usually improve your paper if have a study partner read your paper and provide you with constructive comments.

AUDIENCE ANALYSIS

The topic of this assignment—helps and hindrances to a college career—brings up another important aspect of any writing job in the professional world and in college—audience analysis. *Audience analysis* is a term that is given more emphasis in speech classes than in writing classes, but the concept is important in all forms of communication. ***Audience analysis*** means identifying the person(s) with whom we wish to communicate and determining the appropriate means of meeting their particular needs, interests, and abilities. For example, when talking to a college instructor, we would talk about the requirements of college life very differently that we would when talking to a prospective college student. These people have very different needs and interests in college students' success. Even if we were writing about something very different from college life, we would still write very differently for a group of people with college degrees than we would we would for those who had not graduated from high school. An important contrast between these groups is in the readers' abilities—the college graduates, on the average, would be

more able to comprehend advanced vocabulary, long sentences and paragraphs, and complex relationships between ideas. The crucial term here is "on the average" because each individual has specific abilities and these abilities are not completely dependent upon years of schooling.

No matter what we are writing, we need to ask, "Who are my readers?" and "How do I meet their particular needs, interests, and abilities?" The answers to these questions can dramatically affect how we express our opinions. In addition, the fact that we need to ask the questions means that we need to modify some of the directions given for previous writing assignments. In those assignments, directions have consistently advised avoiding matters of personal taste and matters of fact or ideas that are so obvious that they are considered matters of fact. Though that advice is generally good advice, it is not complete. The advice about avoiding matters of personal taste applies to most writing situations. But when we are writing for close friends or relatives, talking about our personal tastes is perfectly acceptable. The difference between these readers and others is that these readers care for us as individuals and therefore care about our likes and dislikes. In addition, we need to clarify the advice about avoiding ideas that are so obvious that they are considered matters of fact. To be more accurate we should say that we should avoid opinions that are so obvious to our readers that *they consider them matters of fact.* The standard for matters of fact is not in our minds or in the minds of the whole world, but in the minds of those with whom we want to communicate.

Since many college writing situations are designed to prepare us for the work world, they also need to be clearly adapted for the needs of specific readers. Often instructors assign papers that are like those expected by readers in particular occupations or fields of study. For example, business, psychology, and sociology classes often require that you write reports on case studies. The goal here is to see what conclusions you can reach and what recommendations you would make. These case studies are rehearsals for writing for professionals in these particular fields.

Other writing assignments do not have a clear-cut parallel in the professional world. In those cases it seems that the only person we need to write for is the instructor of the class. In many cases this is quite so. For example, when you are assigned a research paper in a class like history, it can have much the same purpose as an exam—to prove your understanding of history to your instructor. In other cases the situation is more complex. In those situations the instructor may ask you to write a paper as though it were intended for someone else—for example, a group of college students. The purpose here is to see whether you can meet the needs, interests, and abilities of those

people. In some cases the instructor may also want to make the assignment seem less intimidating by indicating that you do not have provide ideas that are completely new to him or her. As long as your ideas are new or instructive to a certain person or group, the instructor considers them appropriate for the assignment. The assignment in this chapter belongs to this last category.

LIMIT THE TOPIC.

Write a paper that supports an idea about COLLEGE STUDENTS IN GENERAL. Base the idea on details of your experience and on the details of another person's experience which you gathered through interviews. The first choice of people to interview should be those in your writing class. They are people who probably have the most in common with you, and they will be more patient with your interview if you cooperate and let then interview you as well. You have other choices that may well help you: classmates in other classes, friends, or relatives at your college or at other colleges, friends or relatives that are recent college graduates, or even parents or others of the older generation who would not mind reminiscing with you about their college days.

Limit the paper to ONE significant IDEA or LESSON that could benefit a prospective college student AND that you can illustrate with details from both your experience and that of a person you interviewed. As in most papers in which you combine information from different sources, you should be particularly careful in limiting the topic. Don't try to solve all the aspects of a problem of college students. Try to focus on what you can adequately illustrate with concrete details within the limits of the paper.

CHOOSING A MAIN IDEA

Your paper needs to provide a clear statement of its main idea—a statement of a significant idea or lesson about college students in general. Base the idea on your experience and the experience one of your interviewees. Avoid main ideas in which the topic or the key concept is too specific, general, or absolute. (See Chapter 25 for more details about this topic.) Also avoid matters of personal taste and ideas that are obvious enough that prospective college students would consider them matters of fact. To determine whether an idea or lesson is appropriate for a prospective college student, analyze the experiences that you and your interviewee had. Any idea that now seems significant to both of you and that came as a surprise to the both of you would qualify as profitable for a prospective college student. Besides entirely new ideas, you should consider ideas that

are vary from your expectations in degree. For example, prospective college students anticipate that studying for college classes would affect their other activities. But many of them are not aware until they get to college how drastically studies can affect those activities. So an appropriate idea might be one phrased like this, "Studying for a full load of classes takes up so much of a student's time that . . ." The rest you have to fill in with a very clear description of the affect that studying can have on other activities.

THINKING ABOUT IT: FINDING THE BIG IDEA

In order to find the big idea—one significant enough to make a good conclusion for a paper—you may find one or more of the following strategies helpful.

QUESTION YOUR DETAILS.

When you look for significant similarities and differences between your experiences and those of another student, you may get some help looking at questions of cause and effect as in previous assignments.

CAUSES

5. What causes a college student to be in this situation or acting in such a way?
6. What does this experience say about the personality, attitudes, or values of a college student in this situation?
7. What does this experience say about past experiences of a college student in this situation?
8. What kinds of actions by others can put a college student in this kind of situation?

EFFECTS

5. How does this kind of experience affect the life of a college student?
6. How does this kind of experience shape the personality, attitudes, or values of a college student?
7. What does this experience indicate about the future events for a college student in this situation?
8. How should people deal with college student in this kind of situation?

LOOK FOR SIGNIFICANT SIMILARITIES OR DIFFERENCES: INTERVIEW TECHNIQUES

In this assignment you need to take an even more active role in searching your source of information than you did in the assignment in Chapter 25. In this case the information is contained within another person, and your interactions with that person will determine whether you get the information you need.

PREPARE FOR THE INTERVIEW.

Before you set off for an interview, make sure you are prepared. Preparing for an interview normally requires research. But here since the topic deals with personal experiences, the research is relatively easy. Mentally review your experiences in college, and identify several that you would like to pursue in interviews with other students. You could think about problems that you have had or solutions you have discovered. From all these topics, select the ones that seem most likely to be shared with other students. For the main topics write out several questions you feel will draw out concrete details that will be useful in writing the paper. Generally open-ended questions, rather than yes-no questions get more details from people. For example, don't ask, "Have your outside activities suffered because of your studies?" Instead, ask "How have your studies restricted your outside activities?"

BE FLEXIBLE.

Effective interviewing requires a fair amount of flexibility. For example, some people are reluctant to talk about themselves, so a more indirect approach may help to get them started. If you feel that the interviewee is bashful or reluctant to talk, he or she may not respond well to "How have *your* studies restricted *your* outside activities?" In that case you might start with "How do *students'* studies restrict *their* outside activities?" Then later you can ask for examples of the interviewee's ideas. He or she may have examples of other people, but most likely the examples that will come to mind will be from his or her own experience. By that time the person may feel comfortable enough to talk about personal incidents. In addition, the first person you interview may not be too talkative, or you may not have mastered the approach to interviewing, so you need to be prepared to interview several people. You need to give yourself a chance to mature as an interviewer, and you may need a wide range of interviewees to get some usable information.

BE SENSITIVE TO YOUR INTERVIEWEE.

When you talk to people, be sensitive to their situation, and let them know you understand their situation. Often you can get better responses if you begin with a comment or question that shows a common bond between you and the interviewee. For example, if your question is about the lack of time for outside activities, you might start with a quick comment about how you had to drop an activity because of studies. Then you could ask whether the other student had had similar experiences. Being sensitive also means reading non-verbal communication. A person's tone of voice, facial expression, or posture may tell you more about how she feels about a topic than her words do. For example, if a student starts squirming when you bring up the subject of grades, you might infer that the topic is a sore one for her, perhaps even that she is failing her classes. This student may be more comfortable if questions are phrased in terms of students in general. You may also decide that you have to change the topic or go on to another student to find your information.

FOLLOW UP WITH MORE QUESTIONS.

One essential skill good interviewers develop is the ability to use follow-up questions to get the concrete, factual details that they need. If for example, your interviewee says that she had to drop several outside activities because of college work, you should ask, "What activities did you drop out of?" As with opening questions, you should avoid asking yes-no questions. For example, a question like, "Do you miss the bowling league you dropped out of?" gives the interviewee a chance to say *no* or to give a vague answer. Instead, ask, "What do you miss most about the bowling league that you dropped out of?" This question makes the reasonable assumption that the other student participated in the league for a reason and focuses her attention on identifying it. Sometimes you have to go to great lengths following up with additional questions to get the details you need. For example, your interviewee may have said that what she missed the most about dropping bowling was not seeing her friends in the league. At this point you could ask whether she sees them anywhere else since dropping out of the league. You might get some concrete details like these, "No, I haven't see any of them in the year since I started college, not even my best friend from high school." This kind of detail shows the severity of the sacrifices college students make to do well in school. Finally, be prepared to ask follow-up questions about unexpected topics. Often in interviews our interviewee provides an observation that is more striking than our own ideas.

TAKE NOTES QUICKLY AND REVIEW THEM IMMEDIATELY.

While you are asking questions, write yourself notes about the person's answers. Be aware that if you spend too much time writing down a person's responses, he or she will become bored and want to end the interview as quickly as possible. You may be able to note just the key words. Abbreviations can help to shorten long words. These techniques of taking short notes work, however, only if you very quickly return to your notes and write them out in detail. Rewriting them immediately after the interview will also help you to remember some important details that you didn't have time to note during the interview.

PAPER BODY

The body of the paper should contain supporting details from two experiences—yours and those of an interviewee. The details you choose should emphasize your main idea. The paragraph of the body that deals with the other student's experience should mention at least the person's first name and your association with him or her—for example, "Julia, a classmate in Appreciation of Art, told me . . ."

CONCRETE DETAILS

In choosing concrete details for this paper, you should select the details from your interview first, since they give you limited choices. Because you have fewer details to work with, finding the right ones is usually easier. Also, starting with the other person's story gives you another advantage. You can use the wider range of choices from your own experience to either reinforce or contrast with the details from another student. If the main idea is based on a similarity, you might not want to make your example sound exactly like that of the other student. A range of experiences will help to show how broad the problem is or how broadly applicable a solution is. This breadth of the idea adds to its significance. If the main idea is based on a difference, however, a greater similarity in all the details except for one crucial detail is often better. The similarity helps to make that one detail stand out as the significant one—the one that can be more clearly identified as the problem or the solution.

You want details from your interviewee to be as concrete as possible. You cannot make them be any more concrete than what you have recorded. So you should be conscientious about recording what an interviewee says during the interview and filling out the details of his or her statements very soon after the interview. If you have been conscientious, you may cite the person's comments in quotation marks

—implying that they are as exact as a person can make them under the circumstances. If you are not sure about the accuracy of the phrasing, state the ideas in your own words and do not use quotation marks.

COMPARISONS, AND INFERENCE

You can more effectively present your examples by providing appropriate comparisons in both parts of the paper. Just don't put words into the mouth of your interviewee. Inferences can play an important role in the part of the paper that provides details of the other person's experience. Your notes about the comments may not be the only information that you can use in this assignment. In addition to what a person says, her tone of voice, facial expression, or posture may tell you a great deal about her feelings about what she says. An obvious example would be a situation in which your interviewee says that she has not seen her best friend from high school for the whole year she has been in college and gets a tear in her eye. The tear in her eye tells you how deeply she feels about this fact. Both the tear and your inference about it can play an important part in this section of the paper. For more information about these inferences see the explanations in chapters 22 and 23.

USE DIVISION AND CHRONOLOGICAL ORGANIZATION.

The main idea should be stated near the beginning of the paper. Before your main idea, you may need a sentence or two of background to identify the kinds of situations that the main idea applies to. See Chapter 24 for information on how to organize a longer paper (or theme).

The rest of the paper should be divided roughly in half. Each half should report the details from one of the two experiences that illustrate the main idea. The two paragraphs of the paper’s body should be roughly equal in length. Generally, it is good to put the better example first. Because each paragraph of the body relates an experience, it will probably follow a chronological (time) order. In describing details of specific situations, progressive order sometimes works better.

PROVIDE TRANSITIONS.

The main idea about people in general could be connected to the first example with a term like *example* or *instance*, or some other phrasing that communicates the same idea. (See Chapter 24 for more

explanation.) At the beginning of the second paragraph of the body, a transition like *in addition*, *also, too, as well, additionally, moreover, further*, and *furthermore* should indicate a further example that supports the main idea. However, if the second example is a contrasting one, the contrast should be signaled with a transition like *however, on the other hand, in contrast*, or *nevertheless*. At the beginning of the second paragraph of the body, it may be in order to make some explicit reference to the idea of the main idea to keep the readers mindful of the point of the upcoming example. Throughout the whole paper make sure that the terms you use for your details help the readers to recall the key terms of the main idea. Within each paragraph of the body, chronological transitions could be helpful.

CONCLUSION 6 CHECKLIST

29. PLAN

- **DUE DATE IS _____**
- **LENGTH AND FORMAT**
  - **LIMIT THE TOPIC:** Limit the paper to ONE SPECIFIC IDEA or LESSON about college students.
  - State the main idea IN TERMS OF STUDENTS IN GENERAL, not in terms of yourself or the other student.
  - Avoid matters of fact and personal taste.
  - State a reasoned opinion that the details clearly support.
  - Illustrate the idea with concrete details from both your experience and another student's experience.

30. ORGANIZE

- Devote about half of the body of the paper to each experience (illustration).
- Use time order (or another reasonable order) within each half of the body.
- Provide appropriate introduction and conclusion for the paper [Chapter 24].

31. WRITE—IN THE BODY OF THE PAPER INCLUDE

- **CONCRETE DETAILS:**
  - Identify the other student by first name and your association with him or her.
  - Make sure all the details contribute to the support of the main idea or to your credibility as a reporter of those details.
  - Include quotations from the interview, if possible.
- **COMPARISONS:** Provide comparisons that support each main idea.
- **INFERENCES**: Explain clearly the significance of the details so that readers can easily see how they support each main idea.

32. EVALUATE AND REVISE

- **MAIN IDEA [THESIS SENTENCE]**
  - Limited, not a matter of fact or personal taste
  - Details clearly support the main idea.
  - Main idea is not too specific, too general, or unqualified.
- **ORGANIZATION**
  - Effective division of topic, use of chronological order, and introduction and conclusion.
- **DETAILS, COMPARISONS AND INFERNECES** provide adequate support for the main ideas.
- **TRANSITIONS**
  - Use *for example*, *for instance* or other transitional phrases to connect the first person's experience to the main idea.
  - Use *in addition*, *in contrast*, or another similar transition at the beginning of the second example.
  - Use words that link details of each example to the key terms of each topic sentence.
  - Use chronological or other transitions where needed.
- **Proofread out loud and check spelling, grammar, and punctuation.**
- **Have a study partner read and evaluate your paper.**
- **SPECIAL ITEMS TO PROOFREAD FOR:_____**

APPENDIX A

PREVIEW ANSWERS

CHAPTER 1

Answers in this section show each prepositional phrase enclosed in brackets, [].

PREPOSITION PREVIEW 1

Scoring for this preview: Subtract **4** points from 100 for each wrong answer.

121. [in any room] [in our house]
122. [across town] [to the college campus]
123. [At the college] [near the science building]
124. [From the parking lot] [to the library] [at the college]
125. [to the librarians' desk] [by the entrance]
126. [at the desk] [in the corner] [on the third floor]
127. [Near those tables] [on the third floor]
128. [down the stairs] [to a computer lab] [on the second floor]
129. [on computers] [in the lab]
130. [on the printer] [in the lab's center]

PREPOSITION PREVIEW 2

Scoring for this preview: Subtract **4** points from 100 for each wrong answer.

131. [During the last academic] [at 1 o'clock]
132. [Since September] [at 8 o'clock] [in the morning]
133. [on December 5] [at 11 o'clock]
134. [Before the meeting] [for several minutes]
135. [At the meeting's start]
136. [After the minutes] [between January 10 and March 30]
137. [for several seconds] [during that discussion]
138. [During that period] [for a few minutes]
139. [Toward the discussion's end] [for nearly twenty minutes]
140. [Before the meeting's end] [until the next meeting]

PREPOSITION PREVIEW 3

Scoring for this preview: Subtract **4** points from 100 for each wrong answer.

141. [in the administration building]
142. [for financial aid applicants]
143. [of the office's services] [for financial aid applicants]
144. [about application forms]
145. [of the financial aid applicants]
146. [At the beginning] [of each quarter] [of the office's staff] [of students] [about financial aid requirements]
147. [of the students]
148. [of the students] [of the information] [at the January presentation]
149. [of that information] [to those students]
150. [At the end] [of the presentation] [about the next presentation] [at the beginning] [of February]

CHAPTER 2

The answers in this chapter show the subject with a single underlining, the verb with double underlining, and the subject complement and direct and indirect objects with a broken underlining. The direct object is followed by **{DO},** the indirect object by **{IO},** and the subject complement by **{SC}.** Prepositional phrases are enclosed by brackets, [].

SENTENCE PARTS PREVIEW 1

Scoring for this preview: Subtract **5** points from 100 for each wrong subject or verb. (Do not subtract points for mistakes in identifying prepositional phrases.)

Biology intrigued Maria.
[In high school] she took every available biology course.
One teacher advised her [about her college career].
"(You) choose a major early [in college]."
"An early choice leads [to good course selection]."
"And (you) talk [to your college advisor] regularly."
His advice stayed [with her] [over the years].
[Within her mind] danced many dreams.
Biology prepared a person [for many careers].
[In her future] lay many opportunities.

SENTENCE PARTS PREVIEW 2

Scoring for this preview: Subtract **4** points from 100 for each wrong subject, verb, or direct object.. (Do not subtract points for mistakes in identifying prepositional phrases.)

11.Yesterday Maria planned.
Yesterday Maria planned her schedule {DO}.
Usually her schedule helps.
Sometimes her schedule helps her {DO} [through a busy day].
She usually walks [to school].
Sometimes she rides her bike {DO}.
[On her bike] she constantly watches the traffic {DO}.
[On foot] she thinks [about her day].
Her bike gets her {DO} [to school] quickly.
[On foot] she arrives [at school] later.

SENTENCE PARTS PREVIEW 3

Scoring for this preview: Subtract **4** points from 100 for each wrong subject, verb, or subject complement. (Do not subtract points for mistakes in identifying prepositional phrases.)

The day was long {SC}.
It passed very slowly.
Caitlin looked tired {SC} [to Maria].
Maria looked slowly [around the room].
Caitlin's room seemed very messy {SC}.
Maria felt confused {SC} [by Caitlin's behavior].
Caitlin was usually a tidy person {SC}.
Then Maria asked earnestly [about Caitlin's feelings].
[In reply], she spoke haltingly [about her difficult day].
Caitlin felt too exhausted {SC} [for her chores].

SENTENCE PARTS PREVIEW 4

Scoring for this preview: Subtract **3** points from 100 for each wrong subject, verb, direct object, or indirect object. (Do not subtract points for mistakes in identifying prepositional phrases.)

Tonya gave her studies {IO} her best effort {DO}.
[At her college] was a new library.
There were study desks [in the back corners] [of the library].
Tonya's quiet corner provided her {IO} the opportunity {DO} [for concentration].
[In her corner] was a welcome stillness.
[In her classes] there were many written assignments.
The library offered the students {IO} computers {DO}.
The computers offered several useful programs {DO} [for students].
The program provided Tonya {IO} help {DO} [for her assignments].
The library also supplied computer printers {DO} [for the students].

SENTENCE PARTS PREVIEW 5

Scoring for this preview: Subtract **3** points from 100 for each wrong subject, verb, direct or indirect object, or subject complement. (Do not subtract points for mistakes in identifying prepositional phrases.)

33. Maria dreamed [about a college education].
34. Recently she became sure {SC} [about her goal].
35. A degree [in biology] provided her {IO} a clear objective {DO}.
36. But there was not quite enough money [for tuition].
37. Each day she worked [for several hours] [in her parents' shop].
38. The pay was reasonable {SC}.
39. Finally, there was an opportunity [for a better job].
40. [At the new job] she earned more money {DO}.
41. This job provided her {IO} the funds {DO} [for tuition].
42. [After several months] she had enough money {DO} [for tuition].

CHAPTER 3

Scoring for Chapter 3: Subtract **4** points from 100 for each wrong answer. (Do not subtract points for mistakes in identifying prepositional phrases.)

The following answers show the subject with a single underlining, the verb with double underlining, and the subject complement and direct and indirect objects with a broken underlining. The direct object is followed by **{DO},** the indirect object by **{IO},** and the subject complement by **{SC}.** The answers also show the prepositional phrase in brackets, [].

MORE ON SENTENCE PARTS PREVIEW 1

151. Setsuko enrolled [in classes] [for next semester].
152. She had enrolled [for classes] [for three semesters already].
153. [At this point] she had completed fifteen courses {DO}.
154. [Until now] Setsuko had usually earned good grades {DO}.
155. This semester might possibly be the most difficult one {SC} so far.
156. There had not been enough hours [in the day] [for all her responsibilities].
157. [For several weeks] now she had been feeling guilty {SC} [about her studies].
158. She had often given herself {IO} lectures {DO} [about the importance] [of her studies].
159. All [of these lectures] should have been motivating her {DO}.
160. But none [of them] were really helping her {DO} [in her studies].

MORE ON SENTENCE PARTS PREVIEW 2

161. [For Setsuko] studies had never been easy {SC}.
162. [For Setsuko] STUDYING had often been difficult {SC}.
163. [Since high school] she expected high grades {DO} [in her classes].
164. She had always wanted TO EARN {DO} those grades [through her own hard work].
165. She had really hoped TO EARN {DO} those grades [through STUDYING] diligently.
166. TO GET good grades, she was planning TO STUDY {DO} [for many hours].
167. [After STUDYING] [for many hours], Setsuko was frequently feeling very EXHAUSTED {SC}.
168. An EXHAUSTED student would not be a productive one {SC}.
169. WORKING [for hours] [on end], she would often want TO GO {DO} right [to bed].
170. But TO GET good grades was still her OVERRIDING goal {SC}.

MORE ON SENTENCE PARTS PREVIEW 3

In the following answers, OTHER VERB FORMS, ones that are not verbs, are indicated by CAPITAL LETTERS. The basic sentence parts are marked as they were above.

171. Albert Einstein had been a great mathematician {SC}.

172. But he and many others had had difficulties {DO} [in basic calculations] [like BALANCING] a checkbook.
173. Setsuko understood this fact {DO} and felt REASSURED {SC} [by it].
174. The college offered students {IO} a mathematics lab {DO} TO HELP them [in MASTERING] course concepts.
175. [In the math lab] were instructors and tutors TO HELP students.
176. Setsuko sometimes went [to the math lab] and asked the tutors {IO} questions {DO} [about her problems].
177. The tutors were usually sympathetic {SC} and could sometimes help her {DO}.
178. [In some cases] she needed TO ASK {DO} an instructor [for help] [before GETTING] a clear answer.
179. Sometimes an instructor took twenty minutes {DO} TO EXPLAIN the concept.
180. Thirty minutes or even an hour would have been fine {SC} [with Setsuko].

CHAPTER 4

CONJUNCTION PREVIEW

Scoring for this preview: Subtract **15** points from 100 for each wrong answer.

In the following answers the conjunctions are underlined, the words they connect are in [brackets], and the name of the words or word groups connected are in parentheses.

181. [Bill] and [Hans] (*subjects*) talked [about beginning college] and [about their jobs] (*prepositional phrases*).
182. Their jobs did not provide enough to pay the cost of [tuition] and [books] *(objects of a preposition*).
183. Each of them got some help from [scholarships] or [from loans] (*prepositional phrases*).
184. Neither the [scholarships] nor the [loans] (*subjects*) covered all their expenses.
185. Bill really liked the [scholarships] but not the [loans] (*direct objects*).

ADJECTIVE AND ADVERB PREVIEW 1

Scoring for this preview: Subtract **1½** points from 100 for each mistake in identifying an adjective or adverb or in identifying the word that each adjective or adverb modifies.

In the following answers the arrows show which word each adjective or adverb modifies. Adverbs that modify the verb are shown modifying only one part of the verb, but they could just as correctly be identified as modifying any part of a verb.

1. The grueling work at his old job had really tired Bill.
   Adj. Adj. Adv.

2. In the last month he had labored hard for thirty hours.
   Adj. Adv. Adj.
3. For several months Bill had worked for a small landscaping company.
   Adj. Adj. Adj.
4. The jobs for this landscaper were difficulty and very dirty.
   Adj. Adj. Adv. Adj.
5. Normally the pay was too low for Bill's needs.
   Adv. Adv. Adj.
6. Recently the manager of a pizza place offered Bill a new job in the kitchen.
   Adv. Adj. Adj.
7. Since October this new job provided him much better wages.
   Adj. Adj. Adv. Adj.
8. Now at the beginning of the next quarter, he could pay the huge tuition bill without any trouble.
   Adv. Adj. Adj. Adj.
   Adj.
9. He no longer made periodic payments throughout the quarter.
   Adv. Adv. Adj.
10. Bill was very happy about this fortunate turn of events in his life.
   Adv. Adj. Adj.

ADJECTIVE AND ADVERB PREVIEW 2

Scoring for this preview: Subtract **3** points from 100 for each mistake in identifying an adjective or adverb prepositional phrase or in identifying the word that each phrase modifies.

In the following answers the arrows show which word each prepositional phrase modifies. Prepositional phrases that modify the verb are shown modifying only one part of the verb, but they could just as correctly be identified as modifying any part of a verb.

1. The hard work <u>at his old job</u> had really tired Bill.
   Adj.
2. <u>In the last month</u> he had labored hard <u>for thirty hours</u>.
   Adv. Adv.
3. <u>For several months</u> Bill had worked <u>for a small landscaping company</u>.
   Adv. Adv.
4. The jobs <u>for this landscaper</u> were usually difficulty and very dirty.
   Adj.
5. Normally the pay was too low <u>for Bill's needs</u>.
   Adv.
6. Recently the manager <u>of a pizza place</u> offered Bill a new job <u>in the kitchen</u>.
   Adj. Adj.
7. <u>Since October</u> this new job provided him much better wages.
   Adv.

8. Now at the beginning of the next quarter, he could pay the huge tuition bill without any
Adv. Adj.
Adv.
trouble.

9. He no longer made periodic payments throughout the quarter.
Adv.
10. Bill was very happy about this fortunate turn of events in his life.
Adv. Adj. Adj.

CHAPTER 5

CLAUSE AND PHRASE PREVIEW 1

Scoring for this preview: Subtract **1** point for each mistake in identifying subjects, verbs, clause signals, types of dependent clauses, and number of independent clauses.

For the following answers, subjects are underlined once and verbs are underlined twice. *Dependent clauses are indicated by italic type, and* ***clause signals are indicated by bold italics***. Inside brackets dependent clauses are labeled by the type: adjective, adverb, and noun. Finally, each sentence is followed by the number of independent clauses.

1. During her years in middle school, Caitlin enjoyed music and drama. [1 ind. cl.]
2. ***When*** *she was in sixth grade [adv. cl.],* she played the flute in the school band. [1 ind. cl.]
3. She switched to the bassoon, ***which*** *was more challenging to her [adj. cl.].* [1 ind. cl.]
4. She earned the first chair for the bassoon ***because*** *she practiced regularly [adv. cl.].* [1 ind. cl.]
5. ***When*** *Caitlin was in high school [adv. cl.],* she decided ***that*** *she would become a professional musician [n. cl.].* [1 ind. cl.]
6. She would become a concert bassoonist ***after*** *she graduated from college [adv. cl.].* [1 ind. cl.]
7. Her parents were very encouraging, and she appreciated their support. [2 ind. cl.]
8. Her bassoon instructor, ***who*** *had played in orchestras in New York and Los Angeles [adj. cl.],* thought ***that*** *Caitlin had great promise [n. cl.].* [1 ind. cl.]
9. He told her, however, ***that*** *she should practice for several hours every day [n. cl.], even* ***when*** *she did not feel like it [adv. cl.].* [1 ind. cl.]
10. In some cases Caitlin practiced a piece ***so*** long ***that*** *she felt [adv. cl.]* ***that*** *the piece was a part of her [n. cl.].* [1 ind. cl.]

CLAUSE AND PHRASE PREVIEW 2

Scoring for this preview: Subtract **3** points for each mistake in identifying subjects, verbs, and verbals.

For the following answers, subjects are underlined once and verbs are underlined twice. VERBAL NOUNS, ADJECTIVES, AND ADVERBS ARE INDICATED BY ALL CAPITALS. Inside brackets verbals are labeled by the type: adjective, adverb, and noun.

1. WORKING *[n. (subject)]* on the grounds crew was real work.
2. Mike had been working on the grounds crew for several months *[none]*.
3. Mike did not like GARDENING *[n. (direct object)]*.
4. The appeal of GARDENING *[n. (object of a preposition)]* completely escaped him.
5. He did not like TO DIG *[n. (direct object)]* in the dirt.
6. DIGGING [n. (subject)] seemed very BORING [adj. (subject complement)] to him.
7. It gave him only SOILED *[adj. (modifies* hands*)]* hands and a TIRED *[adj. (modifies* back*)]* back.
8. TO AVOID WORKING *[adv. (modifies* would do*)]* in the garden, he would do almost anything.
9. WEEDING *[n. (subject)]* was the job TO AVOID *[adj. (modifies* job*)]* in particular.
10. He did not want TO TOUCH *[n. (direct object)]* the weeds GROWING *[adj. (modifies weeds)]* in the garden.

CHAPTER 6

FRAGMENT PREVIEW

Scoring for this preview: Subtract **10** points for each fragment not corrected or not identified as being correct as written.

The answers for this preview are marked *OK* for complete sentences (not fragments) or provide **one** of several possible corrections for the items that are fragments. *Italics* mark corrections--i.e., changes and additions (particularly from a complete sentence).

1. OK
2. Planning for your studies and sticking to your plan as closely as possible *are important*.
3. *However,* some problems may disrupt a student's schedule.
4. When a student finds that she cannot stick to a study plan because of an unavoidable commitment, *she has to get back to the schedule as quickly as possible.*
5. OK
6. Because delaying will completely demolish the schedule, *a student should not delay*.
7. OK [The understood *you* is the subject of the verb *stick.*]

8. If a schedule has been demolished, many valuable hours for study *may be* lost.
9. OK.
10. *A student can get hopelessly behind* and can earn grades that will place her on academic probation.

CHAPTER 7

RUN-ON PREVIEW

Scoring for this preview: Subtract **10** points for each sentence not corrected or not identified as being correct as written.

The answers in this preview provide two of the possible corrections for each sentence. Important changes in phrasing are indicated by *italic type*. REMEMBER ALSO: Everywhere you can use a semicolon, you could also use a period and a new sentence. In most of those cases, a comma and a coordinating conjunction would also make sense.

1. Setsuko had been concerned about choosing a major *because* there were many subjects that appealed to her. [**OR** . . . major; there . . . .]
2. She could enjoy studying almost all of them, *but* she didn't know what job opportunities they offered. [**OR** . . . them; however, ...]
3. OK
4. *Although* she asked some of the students in her psychology class about her problem, nobody could provide an answer. [**OR** . . . problem, but . . . .]
5. While Setsuko was sitting in the cafeteria, her friend Yuri joined her *and talked to her* about her quandary over choosing a career. [**OR** . . . her, and . . . .]
6. He told her about the college's Career Counseling Center, which was tucked away on the upper floor of the student center. [**OR** . . . Center; it . . . .]
7. OK
8. The counselor provided Setsuko a great deal of information about the services of the *center: counseling,* aptitude and interest testing, and career development classes. [**OR** . . . center; the . . . .]
9. Setsuko thought that taking a career development class would help her the most *because* it would give her an organized combination of activities to help her make her decision. [**OR** . . . most, for . . . .]
10. The class provided counseling, testing, and career research tools *all of which* would be important in making her decision. [**OR** . . . tools, and . . . .]

CHAPTER 8

Scoring for Chapter 8: Subtract **10** points from 100 for each mistake.

The answers in this section include the subject underlined and the **verb in bold type**. If additional words in the sentence help in determining the correct answer, they are included in square brackets.

AGREEMENT PREVIEW 1

1. list **is**
2. texts **cost**
3. Some [of these texts] **contain**
4. All [of the paper] **is**
5. campus **is**
6. instructor **is**
7. Studying **was**
8. To earn **is**
9. **are** classes
10. **stands** tree

AGREEMENT PREVIEW 2

1. Somebody **was**
2. Everyone **feels**
3. Each **is**
4. Neither **is**
5. Lucia [and] Hans **are**
6. Lucia [or] Hans **has**
7. Lucia [or] roommates **have**
8. [Every] student [and] teacher **has**
9. **is** book [or] magazines
10. **are** editorial [and] article

AGREEMENT PREVIEW 3

1. [books] that **cover**
2. [instructor] who **teaches**
3. [text] which **sells**
4. One hundred dollars **is**
5. Four hours **makes**
6. Twenty pounds **lasts**
7. class **was**
8. class **were** [their own]
9. Astrophysics **is**
10. pants **look**

The answers in this section include the antecedent underlined and the **pronoun in bold type**. If additional words in the sentence help in determining the correct answer, they are included in square brackets.

AGREEMENT PREVIEW 4

1. One **she**
2. Somebody **her**
3. Nobody **her**
4. Each **her**
5. Everyone **she**
6. Venita [or] Lucia **her**
7. Lucia [or] parents **their**
8. choir **their** [own robes]
9. choir **its**
10. One hundred dollars **it**

AGREEMENT PREVIEW 5

1. One **his**
2. classmates **their**
3. students **they**
4. One **his**
5. copies **they**
6. book **it**
7. cost **it**
8. college **its**
9. supporters **their**
10. candidate **his**

CHAPTER 9

Scoring for Chapter 9: Subtract **10** points from 100 for each mistake.

PRONOUN PREVIEW 1

1. he, I
2. I
3. I, our
4. We
5. who
6. whom, us
7. me
8. me
9. Whoever
10. me

PRONOUN PREVIEW 2

1. At the local college the *staff [officials, instructors]* are really helpful.
2. OK
3. After one such announcement, Waylan *said, "You are [I am]* eligible for a new program."
4. They both *were excited to hear* that they could enroll in the honors program. **OR** They both heard that they could enroll in the *exciting* honors program.
5. When they read about the entrance requirements, they decided to *apply for the program*.
6. The teachers in the program told the students that *the students [the instructors, both instructors and students]* would be working collaboratively.
7. *This announcement [this kind of work]* was really a challenge to the students.
8. Waylan *said, "I [you]* might not like the challenge."
9. When Scott hear about the collaborative efforts, he really liked *the idea of working together*.
10. But when Waylan heard about the research required in the new program, *the challenge* really intimidated him.

CHAPTER 10

The corrected verb forms are in *italic type*.

VERB PREVIEW 1

Scoring for this preview: subtract **10** points from 100 for each mistake.

1. went, thought
2. *become*
3. *wrote*, *arisen*
4. *flew*, *grown*
5. *knew*, *done*

VERB PREVIEW 2

Scoring for this preview: subtract **5** points from 100 for each mistake.

1. I observed [correct]
2. She *was* a woman who *appeared* . . ..
3. She wore [correct] . . . and her clothes *were* quite simple.
4. . . . clothing *made* her seem to be someone who *was* focused on her job.
5. When I first *saw* her, she *was* standing . . .as he *explained* the

problem that he *had* with his research.
6. . . . quickly understood [correct] . . . for she *gave* the student a quick answer, and then *led* . . . I lost [correct] sight . . . .
7. . . . she came [correct] . . . I *was* sitting; this time she *had* . . . .
8. She *seemed* very . . . she *had provided* . . . .
9. That satisfaction *showed* that *was* serious about doing a good job.
10. Then she *walked* slowly . . . .

VERB PREVIEW 3

Scoring for this lesson: subtract **10** points from 100 for each mistake.

1. Chamroeun *was enrolled* at the state college last fall.
2. She *was told* by an academic adviser to take some basic skills classes.
3. She *was* not *attracted* by those classes at first.
4. But she *was encouraged* by the advisor to consider the classes.
5. In the end, the basic skills classes *were chosen* (by her).
6. The first term was completed (by her) in December.
7. The classes *are valued* by her now that they *are finished* (by her).
8. The next term *will be begun* (by her) in January.
9. In the next term some more basic skills classes *will be taken* (by her).
10. She *should be helped* a great deal by them.

VERB PREVIEW 4

Scoring for this lesson: subtract **20** points from 100 for each mistake.

1. *had*
2. *offered*
3. *had enrolled*
4. *were, had*
5. *be added*

CHAPTER 11

Scoring for Chapter 11: subtract the indicated number of points for each mistake--an omitted punctuation mark, a mistakenly added punctuation mark, or incorrect punctuation mark.

PUNCTUATION PREVIEW 1

Scoring for this preview: subtract **5** points from 100 for each mistake.

1. busy, noisy city
2. [No punctuation is needed.]
3. dirty, neglected
4. rapidly, automatically.
5. building; today, however
6. Two deans, several instructors, and
7. steps, on the sidewalk, on
8. something, slightly impatient, and
9. college, assembled at the entrance, and
10. arrived, when he found a cab, and

PUNCTUATION PREVIEW 2

Scoring for this preview: subtract **5** points from 100 for each mistake.

1. president, no doubt, should
2. Trung, however, didn't
3. Psychology, the first class of his day, would

4. Cortez, who taught the class, did
5. [No punctuation is needed.]
6. classmates--Chamroeun, Bill, and Maria--had
7. early, whenever he could, to catch
8. pause--as, no doubt, many of his classmates did--for
9. run to class (he knew he had to run) got
10. psychology (pp. 33-57 in the text) was

PUNCTUATION PREVIEW 3

Scoring for this preview: subtract **5** points from 100 for each mistake.

1. As the professor lectured, most
2. the new president, however.
3. Consequently, he missed
4. in Walla Walla, Washington, had
5. in Portland, Oregon; Fullerton, California; and Ames, Iowa.
6. Looking at his watch Trung, realized
7. about the lecture, he
8. test, which would be on Friday.
9. October 13, 2000, sounded ominous.
10. October 12, 2000; October 11, 2000; or even October 14, 2000?

PUNCTUATION PREVIEW 4

Scoring for this preview: subtract **8** points from 100 for each mistake.

1. Trung, while . . . newspaper, learned
2. new college president [no comma] must
3. several, Trung was sure, who
4. He personally knew three of them: Mike
5. [No additional punctuation is needed.]
6. involved in [no colon] student
7. Marie Tran: "We
8. To Trung, Tran
9. Just a few hours before, he
10. representatives, there

CHAPTER 12

QUOTATION PREVIEW

Scoring for this preview: subtract **2** points from 100 for each mistake--an omitted quotation mark, a mistakenly added quotation mark, or placement of a quotation mark in the wrong order with other punctuation marks.

11. [No additional punctuation is needed.]
12. Cesar said, "I have been studying for several hours straight."
13. Cesar said that he had been studying "for several hours straight."
14. "Physics is very difficult to understand," he added.
15. "Physics," he added, "is very difficult to understand."
16. Cesar asked Frederico, "How are studies going for you today?"
17. "I just don't know," Frederico replied; "I just feel that all my work is wasted."
18. "Why is that?" asked Cesar.
19. Then Frederico embarked on the following protest: "I can't . . . nobody seems to care."

20. "I am sorry that you think that 'nobody' cares," responded Cesar.

CHAPTER 13

MODIFIER PREVIEW

Scoring for this preview: subtract **10** points from 100 for each sentence not corrected or changed when it is already correct.

The answers for this preview provide one possible correction. The sections in *italics* indicate the major additions or changes to correct sentences.

1. *To support himself while going to college*, Trung worked for a man who ran a hardware store.
2. OK
3. Stocking shelves was the main job while *he was* working there.
4. *Constant* work at the hardware store caused Trung difficulties. **OR** Working at the hardware store caused Trung *constant* difficulties.
5. To do well in his classes, *he spent* most of his weekends *for* studying.
6. So Trung, *who no free time left,* seldom socialized with his friends.
7. While *he was* stocking the shelves, customers would often ask him questions about the hardware.
8. *Only occasionally did* he *know* the answers to the questions they asked.
9. Asked which pipe to use in a plumbing repair, *he could seldom think of* the right answer.
10. Also, working past dinner time, *he heard* constant complaints from his stomach.

CHAPTER 14

Scoring for Chapter 14 previews: subtract **20** points from 100 for each sentence not corrected.

The answers for these previews provide one way of using subordination or parallelism to improve the sentences' construction. Other constructions may be just as effective. The words that are important for the new constructions are indicated in *italic type.*

COORDINATION-SUBORDINATION PREVIEW

1. Trung liked working for the owner of the hardware store *because the owner treated him fairly and paid him well.*
2. [See the answer to sentence 1.]
3. *Although* the owner really depended on Trung's being there, he did let Trung have some time off to study for final exams.
4. *When* Trung had to work late last week to inventory the stock, he really missed having dinner at the regular time.

5. *While* he was working on the inventory, his stomach kept growling at him.

PARALLELISM PREVIEW

1. During the week Trung *preferred* studying between classes *to studying* after work.
2. At night he felt *exhausted by his work and* overwhelmed by his class assignments.
3. During the day he had a clear mind and the *enthusiasm to research his subjects* at the college library.
4. He usually had an hour between French and chemistry, two hours between chemistry and math, *and three hours between math and his job*.
5. He studied for about ten hours *on Saturday and* about eight hours on Sunday.

CHAPTER 15

CAPITALS PREVIEW

Scoring for this preview: subtract **2** points from 100 for each mistake--an omitted capital or a mistakenly added capital.

1. Michael, Next Tuesday, Smith Auditorium
2. It's, Ivy
3. Is, Miranda Abbott, Howard University, Chuck
4. Not Howard, Michael, I, Coastal Georgia Community College
5. She, Washington, D.C.
6. She, Brunswick
7. In, Michael, Persian, Australian
8. Also, I, Abbott, Chuck
9. I, Dr. Abbott, Parkinson's, Southeast Georgia Regional Medical Center
10. Then Ivy, Miranda, August

CHAPTER 16

APOSTROPHE PREVIEW 1

Scoring for this preview: subtract **6** points from 100 for each mistake.

1. Johnsons'
2. Gretchen's, Michelle's
3. sister's, town's, parents'
4. Gretchen's
5. father's, men's
6. Men's, women's.
7. Gretchen's, it's losing
8. store's, Gretchen's
9. college's

10. classes', life's

APOSTROPHE PREVIEW 2

Scoring for this preview: subtract **7** points from 100 for each mistake.

1. Gretchen's
2. hadn't, she'd
3. She's, can't
4. It's the best program
5. college'll, won't
6. "I'll, that's
7. won't
8. you're
9. Let's
10. That'll, today's

APPENDIX B

EXERCISE ANSWERS

CHAPTER 1

Answers in this section show each prepositional phrase enclosed in brackets, [].

LESSON 1

PREPOSITION EXERCISE 1

Scoring for this exercise:
Subtract **10** points from 100 for each wrong answer.

1. [in the library]
2. [at large tables]
3. [under the table]
4. [Under the table]
5. [around us]
6. [Around us]
7. [at their tables]
8. [At their tables]
9. [at the tables]
10. [over their books]

PREPOSITION EXERCISE 2

Scoring for this exercise:
Subtract **10** points from 100 for each wrong answer.

1. [inside the library]
2. [upon a large stand]
3. [up the stairs]
4. [through the stacks]
5. [On the second floor]
6. [from the publisher]
7. [off the shelf]
8. [down the stairs]
9. [beside me]
10. [Over the book]

PREPOSITION EXERCISE 3

Scoring for this exercise:
Subtract **10** points from 100 for each wrong answer.

1. [into the book]
2. [out the window]
3. [outside the building]
4. [near the window]
5. [Above the lawn]
6. [along a limb]
7. [Behind the tree trunk]
8. [past me]
9. [toward Caitlin]
10. [to my work]

PREPOSITION EXERCISE 4

Scoring for this exercise:
Subtract **5** points from 100 for each wrong answer.

1. [down the stairs] [out the door]
2. [to the parking lot] [by the library]
3. [among the cars] [in the parking lot]
4. [Near the exit] [behind a large truck]
5. [in the car] [toward home]
6. [across the bridge] [on our way] [to our neighborhood]
7. [in traffic] [by the river]
8. [On the bridge] [off a truck]

9. [around the accident] [on the bridge]
10. [across the bridge] [over the river]

PREPOSITION EXERCISE 5

Scoring for this exercise: Subtract **4** points from 100 for each wrong answer.

1. [to a restaurant] [at the mall]
2. [At the restaurant] [at a table] [in the [front] [by the door]
3. [from the speakers] [in the ceiling]
4. [out the restaurant doors] [to Caitlin's car]
5. [on the road] [to the park] [by the river]
6. [At the park] [in the rose garden] [by the entrance]
7. [Along the river] [through the beech trees]
8. [Near the rocks] [by the river bank] [through the water]
9. [In the water] [between two rocks]
10. [to his master] [at a picnic table] [on the bank]

LESSON 2

PREPOSITION EXERCISE 6

Scoring for this exercise: Subtract **5** points from 100 for each wrong answer.

1. [before eleven o'clock]
2. [before noon]
3. [After lunch]
4. [until dark]
5. [till dark]
6. [before dinner time]
7. [throughout the week]
8. [at two o'clock] [on Tuesdays]
9. [after those lectures] [until five] [in the evening]
10. [After Mike's suggestions] [on Thursdays]

PREPOSITION EXERCISE 7

Scoring for this exercise: Subtract **5** points from 100 for each wrong answer.

1. [After guest lectures] [for May]
2. [in the evening] [on Saturdays]
3. [during the last year] [on Saturday evenings]
4. [in the afternoon] [on Fridays]
5. [For several minutes] [on Fridays] [on Saturdays]
6. [During the debate] [for several minutes]
7. [Near the debate's end] [till the issue's resolution]
8. [on Fridays] [between two and four] [in the afternoon]
9. [Since the beginning]
10. [before dinner time] [for twenty minutes]

LESSON 3

PREPOSITION EXERCISE 8

Scoring for this exercise: Subtract 4 points from 100 for each wrong answer.

1. [at Bill's college]
2. [at the college] [in the student union building]
3. [at the college bookstore]
4. [At the college bookstore]
5. [At the college bookstore] [of books]
6. [on long aisles] [of shelves] [for new students]

7. [of students] [in search] [of the right texts] [for their classes]
8. [of the books] [like English and math]
9. [of the others] [for more specialized topics] [like astrophysics, deviant behavior, and Medieval art]
10. [above the aisles] [for some] [of the major subjects]

PREPOSITION EXERCISE 9

Scoring for this exercise: Subtract **3** points from 100 for each wrong answer.

1. [to the bookstore] [after the registration process]
2. [During the registration process] [of the college] [about long delays] [in the bookstore]
3. [Because of that warning] [for the purchase] [of his books]
4. [In reality] [to the bookstore]
5. [through the aisles] [in search] [of his history textbook]
6. [After a long search] [on the bottom shelf] [in the back] [of the bookstore]
7. [of history texts] [for many different classes]
8. [of books] [for the class's name and the instructor]
9. [of the stacks] [of books] [for the class's name, number, and instructor]
10. [of the right text] [for his classes] [for Bill]

PREPOSITION EXERCISE 10

Scoring for this exercise: Subtract **3** points from 100 for each wrong answer.

1. [in the history class] [for the class]
2. [of the students] [in the history class] [of the text] [for the class]
3. [For a long time] [through the aisle] [for his sociology text]
4. [After twenty minutes] [out of frustration]
5. [Without the necessary book] [toward the exit]
6. [On his way] [out of the store] [at the counter]
7. [Despite a line] [in front of the clerk] [for the clerk]
8. [After a short time] [to the clerk] [about his search] [for the sociology text]
9. [about his frustration] [with the bookstore]
10. [In response] [to Bill's frustration]

PREPOSITION EXERCISE 11

Scoring for this exercise: Subtract **3** points from 100 for each wrong answer.

1. [in the search] [for the elusive sociology text]
2. [in the right place] [for all] [of the sociology texts]
3. [After her attempt] [of her supervisors] [for help] [in the search]
4. [in the bookstore] [for introductory sociology]
5. [of the clerks] [in the bookstore] [of the text] [for introductory sociology]
6. [of the sociology students] [with the lack] [of a text] [for their classes]
7. [of the students] [in those classes] [at their first sociology class] [without a textbook]
8. [of the class] [with the bookstore's lack] [of service]
9. [During the first class] [in place of those] [in the text]
10. [During the second week] [of the college term] [for the class] [at the bookstore]

PREPOSITION EXERCISE 12

Scoring for this exercise: Subtract 4 points from 100 for each wrong answer.

1. [in the bookstore] [at the cash registers]
2. [In the morning] [at the cash registers]
3. [In the afternoons]
4. [By the early evening] [for most students' schedules]
5. [of the supplies] [in the bookstore] [to many students]
6. [of some supplies] [until later] [in the term]
7. [of them] [to another store]
8. [of the supplies] [at another store]
9. [at times] [in the term]
10. [of most students] [for the purchase] [of both books and supplies] [in the same month]

CHAPTER 2

The answers in this chapter show the subject with a single underlining, the verb with double underlining, and the subject complement and direct and indirect objects with a broken underlining. The direct object is followed by **{DO},** the indirect object by **{IO},** and the subject complement by **{SC}.** Answers also show each prepositional phrase enclosed in brackets, [].

LESSON 1

Scoring for these exercises: Subtract **5** points from 100 for each wrong subject or verb. (Do not subtract points for mistakes in identifying prepositional phrases.)

SENTENCE PARTS EXERCISE 1

1. Maria studies.
2. Michael writes.
3. They study [in the library].
4. Today she studied biology [for hours].
5. Now he wrote a paper [for English].
6. Nobody else sat [at their table].
7. The librarian helped Maria.
8. Maria asked [about plant growth].
9. The librarian found a book [about it].
10. The book helped Maria.

SENTENCE PARTS EXERCISE 2

1. Nacio works [in his parent's store].
2. He helps them [in the evening].
3. He cleans floors and shelves.
4. [For the floor] he uses a mop.

5. The shelves need a damp cloth.
6. Usually his job takes three hours.
7. Sometimes it takes hours longer.
8. Yesterday he finished early.
9. Then he read his history textbook.
10. History interested him the most.

SENTENCE PARTS EXERCISE 3

43. Nacio's history instructor took an interest [in him].
44. [After class] Nacio talked [to him].
45. His instructor advised him [about his major].
46. "(You) specialize [in any field]."
47. "But (you) pick an interesting one [for you]."
48. "People specialize [in many historical topics]."
49. "Perhaps your topic interests just a few scholars."
50. "Or, perhaps, it interests the masses."
51. "(You) choose your own interests [over popularity]."
52. Nacio appreciated the advice.

SENTENCE PARTS EXERCISE 4

1. Michael wrote [about Hemingway].
2. Now he needed information [about *The Sun Also Rises*].
3. The librarian directed him [to the right location].
4. "(You) look [in the American literature section] [of the stacks]."
5. "Several books there discuss Hemingway."
6. "[In that section], (you) look [for a book] [of criticism]."
7. "Biographies cover his life."
8. "Criticism covers his works."
9. "(You) find a book [about *The Sun Also Rises*]."
10. [After a long search] Michael found the right book.

SENTENCE PARTS EXERCISE 5

1. Trung strolled [around the campus].
2. [Around the campus] strolled Trung.
3. Several joggers ran [about the track].
4. [About the track] ran several joggers.
5. Some flowers bloomed [in the planting beds].
6. [In the planting beds] bloomed many flowers.
7. Trees grew [around the library].
8. [Near the student union] stood a bell tower.
9. [From the tower] hung a banner.
10. The banner welcomed new students.

SENTENCE PARTS EXERCISE 6

1. Maria wandered [around the campus] [with Trung].
2. Together they walked [around the campus].
3. [Around the campus] they wandered together.

4. A nameplate hung [on every building].
5. [On the student union] hung its nameplate.
6. The building's doors opened [for entering students].
7. [Within the building] stood many tables.
8. Several students relaxed [at the tables].
9. Books lay [on some] [of the tables].
10. [On the floors] sat students' backpacks.

LESSON 2:

Scoring for these exercises: Subtract **4** points from 100 for each wrong subject, verb, or direct object. (Do not subtract points for mistakes in identifying prepositional phrases.)

SENTENCE PARTS EXERCISE 7

1. Maria studies.
2. Maria studies biology {DO}.
3. Caitlin practices every day.
4. Caitlin practices her piano {DO} every day.
5. They play basketball {DO} [in the gym] each Wednesday.
6. They play [in the gym] each Wednesday.
7. Maria walked [to school] yesterday.
8. Tuan drove his car {DO} [to school] today.
9. We ran [against Portland Community College] last week.
10. We won the 400-meter relay {DO} last week.

SENTENCE PARTS EXERCISE 8

1. Often people look [for happiness] [in all the wrong places].
2. Many find happiness {DO} [in unexpected places].
3. Maria thought [about her future] all the time.
4. She planned her whole life {DO} [for several years] [into the future].
5. First off, she needed a reasonable apartment {DO}.
6. [With her friend Alberta], she searched [for a suitable apartment].
7. Alberta told her {DO} [about an available apartment] [on Elm Street].
8. Then Maria called the apartment manager {DO} [for an appointment].
9. Last week they visited the apartment {DO}.
10. She inspected the rooms {DO} [in the apartment].

SENTENCE PARTS EXERCISE 9

1. She even asked [about the cost] [of utilities].
2. Several shortcomings [of the apartment] really bothered Maria {DO}.
3. She told Alberta {DO} [about her misgivings].
4. Alberta agreed [with Maria's feelings].
5. So, [despite the apartment's advantages], its shortcomings discouraged them {DO}.
6. Later Maria discovered a studio apartment {DO} [in her parents' building].
7. The apartment manager charged reasonable rent {DO}.

8. The apartment provided easy access {DO} [to the bus].
9. That bus line runs directly [to her school].
10. She finally rented the apartment {DO} [in her parents' building].

LESSON 3

Scoring for these exercises: Subtract **4** points from 100 for each wrong subject, verb, or subject complement. (Do not subtract points for mistakes in identifying prepositional phrases.)

SENTENCE PARTS EXERCISE 10

1. Her apartment was small {SC}.
2. But [to Maria] it seemed cozy {SC}.
3. She felt happy {SC} [about her choice].
4. Her parents were close {SC} [to her].
5. Their closeness was not a problem {SC} [for her].
6. Her privacy was important {SC} [to her].
7. They were comfortable {SC} [with her attitude].
8. [In time] they truly became her friends {SC}.
9. The apartment building seemed a village {SC}.
10. The people were usually very kind {SC} [to her].

SENTENCE PARTS EXERCISE 11

1. Maria was careful {SC} [about her obligations].
2. How careful {SC} was she?
3. Her rent payments were always prompt {SC}.
4. Sometimes she was a bookkeeper {SC} [for her father].
5. He was a conscientious bookkeeper {SC} too.
6. Maria always was a faithful follower {SC} [of her father's values].
7. [In the building] Maria's neighbors were respectful {SC} [of her ideals].
8. They were almost always pleasant {SC} [to her].
9. [In time] she became the favorite neighbor {SC} [for many] [in the building].
10. [Over the years] their respect [for her] grew stronger {SC}.

SENTENCE PARTS EXERCISE 12

1. She was quick {SC} [in her accounting courses] [in college].
2. [For most] [of the students], accounting seemed a difficult course {SC}.
3. [From the very beginning] the accounting rules quickly became clear {SC} [to her].
4. They were not often mysterious {SC} [for her].
5. A friend [of her father] was a certified public accountant {SC}.
6. [In recent years] he became a consultant {SC} [for her father's business].
7. His advice was helpful {SC} [in many ways].
8. His business is a source {SC} [of income] [for several people] [in the community].
9. It seemed a good place {SC} [for the beginning] [of Maria's career].
10. [At this point] [in her career], her future looked very bright {SC}.

SENTENCE PARTS EXERCISE 13

1. Caitlin seemed very dedicated {SC} [to her piano practice].
2. [Because of her dedication], she practiced faithfully every day.
3. [On every Friday] [after school], she walked quickly [to her piano teacher's house].
4. [On this particular Friday] her pace seemed quite resolute {SC}.
5. She knocked softly [at the door].
6. The teacher came slowly [to the door].
7. They walked directly [to the piano room].
8. [Throughout the piano lesson] the teacher acted somewhat distant {SC}.
9. [Unlike other days], today her comments were infrequent {SC}.
10. [In addition], her voice was unusually soft {SC}.

SENTENCE PARTS EXERCISE 14

1. Caitlin felt very concerned {SC} [about her teacher].
2. [Out of concern], she asked politely [about her teacher's feelings].
3. The teacher's answer was slow {SC}.
4. She explained haltingly [about her son's health].
5. [Throughout the story] she spoke quite sadly.
6. [In fact], she acted quite downhearted {SC}.
7. Caitlin's response sounded sympathetic {SC} [to the teacher].
8. [After the lesson], they talked quietly [over coffee].
9. Caitlin's reassurance seemed helpful {SC}.
10. [On her way home] she became cheerful {SC} again.

LESSON 4

Scoring for these exercises: Subtract **3** points from 100 for each wrong subject, verb, direct object, or indirect object. (Do not subtract points for mistakes in identifying prepositional phrases.)

SENTENCE PARTS EXERCISE 15

1. There were many hard classes [in the business program].
2. Some classes gave Tonya {IO} serious challenges {DO}.
3. There were major challenges [in accounting and business law].
4. Accounting usually provided Tonya {IO} the most difficulty {DO}.
5. There were many new concepts [for her].
6. [In some cases] there was some logic [behind the concepts].
7. [In those cases] the text provided Tonya {IO} a clear explanation {DO}.
8. A few ideas produced major difficulties {DO} [for her].
9. [Along with those difficulties] there were many questions.
10. [For those questions] the book offered Tonya {IO} no obvious answers {DO}.

SENTENCE PARTS EXERCISE 16

1. Recently the accounting instructor assigned the class {IO} a new practice set {DO}.
2. This set caused the whole class {IO} some frustration {DO}.
3. There were some new concepts [for Tonya] [in the set].
4. She gave the set {IO} a good look {DO}.
5. [For some] [of the transactions], there were some baffling questions.
6. One question really caused consternation {DO} [for Tonya].
7. Then she gave the text {IO} a close reading {DO}.
8. Finally, [at the end] [of the chapter] there was a reasonable explanation [of the idea] [in the text].
9. Even then the practice set caused Tonya {IO} much stress {DO}.
10. So Tonya gave the practice set {IO} tremendous concentration {DO}.

SENTENCE PARTS EXERCISE 17

1. [In class] the next day Tonya asked the instructor {IO} several questions {DO} [about the problem].
2. The instructor supplied her {IO} a long explanation {DO}.
3. [Within that explanation] were some new concepts.
4. There was one really helpful idea.
5. It offered her {IO} a fresh approach {DO} [to the problems] [in the book].
6. That approach provided new hope {DO} [for Tonya].
7. That night there was a study group meeting [for the accounting students] [in her class].
8. Tonya presented the information {DO} [about the new approach] [to her study group].
9. There were some questions [for Tonya] [about her approach].
10. She gave the other students {IO} her best explanation {DO}.

TRY IT YOURSELF! 1

There is no scoring for this section.

A.
1. We traveled.
2. My classes began last week.
3. They talked [about their last history class].

B.
1. Tonya bought a new car {DO}.
2. Travis solved the last math problem {DO}.
3. The college opened the new science building {DO}.

C.
1. Trung's parents gave him {IO} the money {DO} [for tuition].
2. The college offered her {IO} a full scholarship {DO}.
3. He made his father {IO} a bookshelf {DO}.
4. We told him {IO} the whole story {DO}.

D.
1. Her English class is early {SC} [in the morning].
2. Those apples taste very tart {SC}.
3. He is a guard {SC}.

4. He is a powerful guard {SC}.
5. He is very powerful {SC}.

E.

1. There were several parking spaces [at the end] [of the lot].
2. There are fifteen classrooms [in this building].
3. Here is a list [of the classes].
4. Where was your dictionary?
5. Where were the financial aid applications?
6. [Under the table] are several backpacks.
7. [At the next table] was his Japanese instructor.

TRY IT YOURSELF 2!

There is no scoring for this section. Underlined words are the ones that belong in the blanks in the exercise.

Sentence 1:
No prepositional phrases.
1. "Took" would change to "takes" to change time.
2. Who or what took? -- Maria.
3. Who or what did Maria take? -- Classes.
4. Is the message, "Maria is classes?" (**OR** Does "classes" describe or identify Maria?) --No. "Classes" is a direct object.
5. Does someone or something (named between "took" and "classes") receive the classes? --No. There is no indirect object.

Sentence 2:
No prepositional phrases.
1. "Gave" would change to "give" to change time.
2. Who or what gave? -- Classes.
3. Who or what did classes give? -- Homework.
4. Is the message, "Classes are homework?" (**OR** Does "homework" describe or identify classes?) --No. "Homework" is a direct object.
5. Does someone or something (named between "gave" and "homework") receive the homework? --Yes, "her." "Her" is an indirect object.

Sentence 3:
No prepositional phrases.
1. "Seemed" would change to "seem" to change time.
2. Who or what seemed? -- Classes.
3. Who or what did classes seem? -- Difficult.
4. Is the message, "Classes are difficult?" (**OR** Does "difficult" describe or identify classes?) --Yes, it describes classes. "Difficult" is a subject complement.

Sentence 4:
[in the library] is a prepositional phase.
1. "Studied" would change to "studies" to change time.
2. Who or what studies? -- She.

3. Who or what did she study? -- Nothing. There is no direct object or subject complement.

LESSON 5

Scoring for these exercises: Subtract **3** points from 100 for each wrong subject, verb, direct or indirect object, or subject complement. (Do not subtract points for mistakes in identifying prepositional phrases.)

SENTENCE PARTS EXERCISE 18

1. The bus line runs directly [to the college].
2. The bus takes Maria {DO} [to school] [in twenty minutes].
3. [On her first day] [of class], she was quite eager {SC}.
4. But she was late {SC} [to the bus stop].
5. So she missed the early bus {DO}.
6. The next bus got her {DO} [to school] [on time].
7. She gave herself {IO} a pat {DO} [on the back] [for her good planning].
8. There were many new students [on the campus].
9. Some knew Maria {DO} [from high school classes].
10. They gave Maria {IO} a greeting {DO}.

SENTENCE PARTS EXERCISE 19

1. [On this first day] she felt excited {SC} [about her new school].
2. Her classes were new {SC}.
3. They were new classes {SC} [for her] anyway.
4. She looked around [for her classrooms].
5. She wandered [around the buildings] [on the campus].
6. The walk [between distant buildings] felt strenuous {SC}.
7. Finally she found the rooms {DO} [for her first two classes].
8. She allowed herself {IO} a break {DO}.
9. There was just a short time [before her first class].
10. She headed [toward her first class] [with anticipation].

SENTENCE PARTS EXERCISE 20

1. Maria's first class was psychology {SC}.
2. The instructor gave them {IO} a brief outline {DO} [of the course].
3. [After the course outline], he took roll {DO}.
4. His voice sounded quite soft {SC}.
5. Listening caused her {IO} some strain {DO}.
6. He sounded knowledgeable {SC}.
7. The course sounded interesting {SC}.
8. [After psychology] there was a one-hour break.
9. [During that time] she found the room {DO} [for her last class].
10. Coffee sounded good {SC} [to her] [at that point].

SENTENCE PARTS EXERCISE 21

1. She found the cafeteria {DO} [without any problem].

2. The cafeteria was [in the student union building].
3. There were only a few people [in line] [for coffee].
4. So she got the coffee {DO} quickly.
5. The cafeteria looked rather crowded {SC}.
6. [At the tables] were very few empty chairs.
7. Luckily, she spotted a place {DO} [near one] [of her old friends].
8. Nacio was her friend {SC} [for the last three years] [of high school].
9. She asked him {IO} some questions {DO} [about the college].
10. And he told her {IO} some helpful information {DO}.

SENTENCE PARTS EXERCISE 22

1. There was just a short time [till Maria's next class].
2. She left herself {IO} enough time {DO} [for the trip] [to the classroom].
3. So she left [in search] [of college algebra].
4. [In the classroom] were few empty chairs.
5. Almost all [of the chairs] appeared full {SC}.
6. [After several minutes] the last chairs filled up.
7. The instructor arrived only a minute [before class time].
8. She introduced herself {DO} [to the students].
9. She explained [for them] the course rules {DO}.
10. Then she provided them {IO} some time {DO} [for questions].

SENTENCE PARTS EXERCISE 23

1. Then [with great enthusiasm] the instructor discussed the course's main ideas {DO}.
2. Maria felt the instructor's enthusiasm {DO} [for the subject].
3. [For the first time] math really seemed exciting {SC} [to Maria].
4. Seemingly the class ended too quickly.
5. But it was time {SC} [for the end] [of the class].
6. There was only a short break [before her next class].
7. Her next class was a history class {SC}.
8. So Maria headed [for the classroom] [for her history class].
9. There was only a minute [before the beginning] [of class].
10. She got there just [in time].

SENTENCE PARTS EXERCISE 24

1. The history instructor began almost immediately.
2. The instructor told the students {IO} her own history {DO}.
3. She then called the roll {DO}.
4. [After the roll], she explained the basic concepts {DO} [of history].
5. Apparently, each generation reinterprets history {DO}.
6. The basis [of the interpretation] is the new generation's values {SC}.
7. The historian's sources are the original documents {SC} [of the historical age].
8. The historian combines these elements {DO} [for a new interpretation].
9. These concepts seemed rather strange {SC} [to Maria].
10. She was comfortable {SC} [with the history] [from her old history classes].

SENTENCE PARTS EXERCISE 25

1. [After her final class] Maria went [to the cafeteria] [for lunch].
2. The line [in the cafeteria] was quite long {SC} this time.
3. [After a half-hour wait], she bought herself {IO} a sandwich {DO} [for lunch].
4. [For a long time] she looked [for a place] [at a table].
5. Eventually she found one {DO}.
6. A nice student cleared a space {DO} [for her] [in front] [of an empty chair].
7. She gave him {IO} a quiet smile {DO} [in thanks].
8. She ate her lunch {DO} [in silence].
9. Thoughts [about her new classes] raced [through her head].
10. Only half way [through this day], Maria felt completely exhausted {SC}.

SENTENCE PARTS EXERCISE 26

1. Several [of the students] [at the college] held jobs {DO} [on campus].
2. The income [from those jobs] gave them {IO} some necessary funds {DO} [for books and expenses].
3. [For some] [of the students], that income covered all {DO} [of the expenses] [except tuition].
4. [At the college] were many opportunities [for enterprising students].
5. [At the beginning] [of the term], Mike applied [for a job] [on the grounds crew].
6. The crew apparently had a varied list {DO} [of tasks].
7. The tasks [of the crew] seemed [like ones] [at home] [in his parents' yard].
8. There was just a large amount [of hard physical labor] [on many] [of the tasks].
9. Some jobs seemed more complex {SC} [because of the crew's large machines].
10. The supervisor [of the grounds crew] offered Mike {IO} a position {DO} [on the crew].

SENTENCE PARTS EXERCISE 27

1. [In the beginning] Mike noticed different attitudes {DO} [of the employees] [on the crew].
2. Some [of the workers] showed their supervisor {IO} a positive attitude {DO} [toward their work].
3. Others [on the crew] seemed bored {SC} [by their duties].
4. There were several helpful coworkers [on the job].
5. One [of the workers] showed Mike {IO} the tricks {DO} [of the job].
6. [On some days] the job involved care {DO} [for the lawn].
7. [On the campus] were acres [of lawn] [in need] [of frequent attention].
8. Also, all [of the planting beds] grew tons {DO} [of weeds].
9. Those beds gave the crew {IO} days {DO} [of work] every month [of the spring term].
10. [At the end] [of each shift], Mike looked forward [to his studies] [instead of weeding].

SENTENCE PARTS EXERCISE 28

1. The grounds crew gave all {IO} [of the tress] [on campus] the necessary attention {DO}.
2. Nearly every tree [on the campus] grew larger {SC} [over the period] [of a year].
3. Nearly every one [of those trees] needed pruning {DO} [in the wintertime].
4. [For nearly a month] the crew did nothing {DO} [but this one job].
5. [Besides pruning], the crew also sprayed trees {DO} [for insect pests].
6. [At the end] [of all these chores], everyone [on the crew] looked forward [to the next assignment].
7. There were flowers [in the greenhouse] [at the back] [of the campus].
8. They were [for all] [of the flower beds] [around the campus].
9. [At the beginning] [of spring], it was the time {SC} [for planting].
10. Flowers [like these] give the campus {IO} a fresh look {DO}.

SENTENCE PARTS EXERCISE 29

1. [Near the beginning] [of the school term], Tuan applied [for a campus job].
2. [Because of his work experience] [in high school], he looked [for an office job].
3. There were a large number [of office jobs] [at the college] [during the regular college year].
4. But many students applied [for those jobs].
5. Tuan was confident {SC} [of his office skills and his communication skills].
6. So his chances [for a job offer] looked quite good {SC}.
7. Two [of the secretaries] called Tuan {DO} [for job interviews].
8. Normally the secretaries ask [about communication skills] and [about computer skills].
9. [In Tuan's opinion] the job interviews went well.
10. Apparently he impressed both secretaries {DO} [with his qualifications] [for the jobs].

SENTENCE PARTS EXERCISE 30

1. Later [in the week] both [of the secretaries] called him {DO} [with job offers].
2. One secretary offered him {IO} a job {DO} [as an assistant] [to a secretary] [in the personnel office].
3. The other one involved work {DO} [in a faculty office building].
4. The choice was really difficult {SC} [for Tuan].
5. Finally he accepted the offer {DO} [of a job] [in the faculty office building].
6. That job seemed more interesting {SC} [to him].
7. It also gave him {IO} an opportunity {DO} [for conversations] [with some] [of the faculty].
8. There were many science faculty [in that particular office].

9. [Because of his interest] [in science], he felt attracted {SC} [to that position].
10. The job appeared quite a challenge {SC} [on account of many new tasks].

SENTENCE PARTS EXERCISE 31

1. The supervisors [on the campus] arrange students' work schedules {DO} [around their class schedules].
2. All [of his classes] were [in the late morning] or [in the afternoon].
3. [Because of that], his supervisor scheduled Tuan's work hours {DO} [for the early morning].
4. [At the beginning] [of the first day] [of classes], he arrived [at work] [at a quarter] [to eight] [in the morning].
5. His work shift went very quickly.
6. [During most] [of the morning] he took care {DO} [of nothing] [but telephone messages] [for instructors].
7. [At eleven] it was time {SC} [for his first class] [of the term].
8. Unfortunately, his first class was [on the other side] [of the campus].
9. [Because of his early arrival], Tuan's supervisor gave him {IO} enough time {DO} [for his trip] [across campus].
10. That extra time even allowed him {IO} a quick stop {DO} [for a cup] [of coffee] [on his way] [to class].

CHAPTER 3

The following answers show the subject with a single underlining, the verb with double underlining, and the subject complement and direct and indirect objects with a broken underlining. The direct object is followed by **{DO},** the indirect object by **{IO},** and the subject complement by **{SC}.** The answers also show the prepositional phrase in brackets, [].

LESSON 1

Scoring for Lesson 1: Subtract **4** points from 100 for each wrong answer. (Do **NOT** subtract points for mistakes in identifying prepositional phrases.)

MORE ON SENTENCE PARTS EXERCISE 1

1. Setsuko had been having difficulty {DO} [with her studies].
2. [For weeks] there had never been enough time [for all her work].
3. She would usually return home [from classes] [by two] [in the afternoon].

4. Today she immediately began her homework {DO} [for the next day].
5. The time must have slipped away [from her].
6. Soon her children had already arrived home [from school].
7. She was usually making them {IO} a snack {DO} [by that time].
8. Their day [at school] must really have been rough {SC}.
9. Her daughter could not stop her tales {DO} [of problems] [at school].
10. Her son was even sounding miserable {SC} [about his math classes].

MORE ON SENTENCE PARTS EXERCISE 2

1. [Without warning] it had gotten close {SC} [to dinner time].
2. But she had never planned anything {DO} [for that night's dinner].
3. [For nearly an hour] she was working frantically [on dinner].
4. Dinner was prepared [at the regular time].
5. The children had been hungry {SC} [for hours].
6. They all were now feeling quite anxious {SC} [about her husband's arrival].
7. Her husband should have been home earlier.
8. Apparently he might have been delayed [by the traffic] [on his way] home.
9. [After his arrival], Setsuko could finally serve her family {IO} their dinner {DO}.
10. There had just been a minor accident [on the freeway] not far [from her husband's office].

MORE ON SENTENCE PARTS EXERCISE 3

1. Normally he could have given her {IO} a call {DO} [on his cell phone].
2. He would have called her {DO} [except for a problem] [with the phone].
3. They would be eating their dinner {DO} quite late that night.
4. Setsuko could have been studying [during some] [of the time] [before dinner].
5. But she had been anxious {SC} [about her husband].
6. [At the children's bedtime], they were working busily [on some project].
7. They must have gotten [to bed] an hour late that night.
8. Bedtime had really been a struggle {SC}.
9. Now there was some time [for Setsuko's homework].
10. But [after such a difficult day] she had become too exhausted {SC} [for homework].

LESSON 2

In the following answers, OTHER VERB FORMS, ones that are not verbs, are indicated by CAPITAL LETTERS. The basic sentence parts are marked as they were above.

Scoring for Lesson 2: Subtract **3** points from 100 for each wrong answer. (Do **NOT** subtract points for mistakes in identifying prepositional phrases or other verb forms.)

MORE ON SENTENCE PARTS EXERCISE 4

11. Setsuko had been hoping TO WORK {DO} [on her homework] [in the morning].
12. But GETTING [out of bed] seemed really difficult {SC}.
13. There were many household tasks AWAITING her.
14. She must fix her children {IO} breakfast {DO}.
15. She should pay some bills {DO} [before LEAVING] [for school].
16. Her husband might even want TO DISCUSS {DO} their plans [for the next weekend].
17. How could she get [to her STUDYING] [with all these tasks] [on her mind]?
18. [After her children's departure] [for school], she could usually find a few minutes {DO} TO STUDY.
19. Could she pay the bills {DO} [after returning] home [in the afternoon]?
20. [By doing that], she might be able {SC} TO READ the chapter [for psychology].

MORE ON SENTENCE PARTS EXERCISE 5

1. [After GETTING her children] [out the door] [for school], Setsuko was trying TO READ {DO} her psychology.
2. She could usually read quite quickly.
3. Today there were still too many ideas DISTRACTING her [from her work].
4. The psychology book might have been [in a foreign language] [for all her comprehension].
5. Her other classes were giving her {IO} troubles {DO} too.
6. [Since the BEGINNING] [of the term] she had never seemed able {SC} TO FIND enough time.
7. GETTING her mind back [to the psychology book], she did manage TO FINISH {DO} the chapter.
8. Then, RUNNING [to the car], she charged off TO MAKE her first class.
9. [At school] she would usually have some time {DO} TO STUDY [between classes].
10. [Between classes] she did get herself {IO} a cup {DO} [of coffee] [in the cafeteria].

MORE ON SENTENCE PARTS EXERCISE 6

1. There was always a great deal [of noise] [from students] TALKING [in the cafeteria].
2. The noise hardly ever caused Setsuko {IO} a distraction {DO} [from STUDYING].
3. So she did get [through a CHALLENGING chapter] [of her math book].
4. Math had always been a STIMULATING class {SC} [for her].
5. Now she was definitely working very hard TO MASTER the concepts.
6. CONQUERING the ideas should have given her {IO} some satisfaction {DO}.
7. But she was constantly worrying [about FALLING] behind [in one class or another].
8. Besides, her grades did not seem high {SC} enough TO PLEASE her.
9. Today's goal was just TO AVOID {SC} BEING DISTRACTED [from her homework] tonight.
10. She was desperately looking [for a way] TO SPEND more time [on her studies].

LESSON 3

Scoring for Lesson 3: Subtract **2** points from 100 for each wrong answer. (Do **NOT** subtract points for mistakes in identifying prepositional phrases or other verb forms.)

MORE ON SENTENCE PARTS EXERCISE 7

1. One day Setsuko was talking [to a friend].
2. Her friend was named Angela Perez {SC}.
3. Setsuko and Angela had not compared notes {DO} [on their college careers] before.
4. Angela had moved [to another district] and attended a different college {DO}.
5. So they had not discussed their classes {DO} or their problems {DO} [in college].
6. BEING very COMFORTING, Angela gave Setsuko {IO} a sympathetic ear {DO}.
7. She talked [for hours] and told Setsuko {IO} many {DO} [of her experiences] [with college classes].
8. Angela's most difficult subjects had always been math {SC} and English {SC}.
9. TAKING math [in college] caused her {IO} many worries {DO} and doubts {DO}.
10. But STUDYING long hours and ASKING questions had earned her {IO} an A {DO} [in the class].

MORE ON SENTENCE PARTS EXERCISE 8

1. Setsuko explained [to Angela] all {DO} [of her problems] [with FINDING] enough time TO STUDY.
2. Angela had had similar experiences {DO} and provided Setsuko {IO} some advice {DO}.
3. Angela had had TO FORGO {DO} many [of the other important activities] [in her life].
4. She could not read many books {DO} [besides textbooks] or watch any TV {DO}.
5. She had put off many {DO} [of her hobbies] and decided not TO ATTEND {DO} many community meetings.
6. TO HELP her TO FIND more time, her family had arranged TO TAKE {DO} over some [of her chores].
7. Now her children were making their own lunches {DO} [for school] and were helping [with CLEANING] the house [on weekends].
8. Her husband was also providing Angela {IO} nearly five hours {DO} each week [by COOKING] dinners [during the week].
9. Setsuko was really impressed [with Angela's success] and wanted TO TRY {DO} her methods.
10. She was hesitant {SC} TO ASK her family [for help] and postponed TALKING {DO} [to them].

MORE ON SENTENCE PARTS EXERCISE 9

1. She finally got up her nerve {DO} and asked her family {IO} TO HELP {DO} her.
2. Her husband and children were supportive {SC} but not terribly enthusiastic {SC}.
3. They were wary {SC} and afraid {SC} TO TAKE on too many responsibilities
4. [After all], they had their own problems {DO} and their own priorities {DO} [in their lives].
5. Setsuko eventually convinced them {DO} [of the importance] [of her education] and [of her need] [for their support].
6. Setsuko and her husband worked [on a plan] TO DIVIDE up the work [at home].
7. He would cook many {DO} [of the meals] [at home] and even do some {DO} [of the grocery SHOPPING] [on weekends].
8. The children, [of course], were feeling BURDENED {SC} [by their extra chores] and sometimes grumbled.
9. Once [in a while] Setsuko, her husband, and the children all needed encouragement {DO} and appreciation {DO}.
10. But Setsuko got some {DO} [of the NEEDED time] and was reasonably satisfied [with her study time].

MORE ON SENTENCE PARTS EXERCISE 10

1. [After a few weeks] Setsuko's son and daughter became ACCUSTOMED {SC} [to DOING] their chores and reduced their GRUMBLING {DO}.
2. Her husband was giving her {IO} help {DO} [by ASSURING] the completion [of those chores].
3. Setsuko seldom had TO THINK {DO} [about many] [of the family chores].
4. Both her husband and her children were really providing Setsuko {IO} the necessary study time {DO}.
5. She could concentrate [on her studies] more easily now and prepare [for class] more effectively.
6. [After ATTENDING] her classes [for the day], she would run any necessary errands {DO}, [like grocery SHOPPING].
7. [After ARRIVING] [at home], she would make the children {IO} snacks {DO} and talk [with them] [for half an hour].
8. Then she would sit [at her desk] [in her room] and settle down [to her studies].
9. Her son and daughter would also work [on their homework] [before dinner].
10. Her daughter was GIFTED {SC} [in math] and would sometimes help her son {DO} [with his math homework].

MORE ON SENTENCE PARTS EXERCISE 11

1. [About six] [in the evening] Setsuko's husband would come home, chat [with her and the children] [for a few minutes], and then begin COOKING {DO} dinner.
2. [Unlike Setsuko], her husband was not a great cook {SC} but was improving [over time].
3. [At dinner] Setsuko, her husband, and her children would talk [about their days].
4. This time together gave them {IO} the opportunity {DO} TO BECOME closer and TO FEEL [like a real family].
5. Often they would also discuss world and local news stories {DO} and explore different opinions {DO} [about them].
6. Sometimes [on weekends] Setsuko had enough free time {DO} TO TAKE day trips [with the rest] [of the family].
7. [On some days] the whole family would drive [to a local park] and have a picnic {DO}.
8. [On other days] they would go [to the mall] and buy clothes {DO} or other necessities {DO} or even go [to a movie].
9. [After a day] [of recreation] [with the family], Setsuko usually felt content {SC} but TIRED {SC}.
10. A day [of family activities] felt REFRESHING {SC} and gave her {IO} the energy {DO} TO GET back [to her studies] [on the next day].

CHAPTER 4

LESSON 1

CONJUNCTION EXERCISE 1

Scoring for this exercise: Subtract **10** points from 100 for each wrong answer.

In the following answers the conjunctions are underlined, the words they connect are in [brackets], and the name of the words or word groups connected are in parentheses.

1. [In this conversation] and [in conversations] (*prepositional phrases*) with others, they often complained about rising prices.
2. Both [tuition] and [books] (*subjects*) seemed to go up in price every year.
3. The prices [went] up or [seemed] (*verbs*) to go up by huge amounts each year.
4. The high costs gave [Bill] and [Hans] (*indirect objects*) difficulties in sticking to a budget.
5. They hoped to get a better deal on books [from another local bookstore] or [through an online bookstore] (*prepositional phrases*).
6. They [found] some other sources of books and [checked] (*verbs*) the prices.
7. The sources had [some] of the necessary books but not [all] (*direct objects*) of them.
8. [Buying] some books on line and [buying] (*subjects*) others at local bookstores was inconvenient.
9. The books at online bookstores were neither [easy] to buy nor much [cheaper] (*subject complements*).
10. They decided [to economize] some more and [to continue] (*direct objects*) to buy books at the college bookstore.

ANSWERS FOR ADDITIONAL BASIC SENTENCE PARTS EXERCISES (CHAPTER 4: ADJECTIVE AND ADVERB EXERCISES 1-10 AND PREPOSITIONAL PHRASE EXERCISES 10-20)

Scoring for the following five exercises: Subtract **3** points from 100 for each wrong answer.

These answers can be used for practice in identifying basic sentence parts or for checking which basic sentence parts words and phrases modify.

ADJECTIVE AND ADVERB EXERCISE 1 (and 11) My Score: _____%

11. Soon Bill would need textbooks {DO} for next quarter.
12. He had often thought about the high price of textbooks.
13. How could he save some money {DO} on his textbooks?
14. He had recently checked the prices {DO} in the college bookstore.
15. Now he worried about the expense of books for next term.
16. The books for next term would cost him {IO} too much money {DO}.
17. Then on the next day he decided upon used books.
18. He checked the bookstore prices {DO} of used books for his English, math, and psychology classes.
19. Those prices also seemed too high {SC}.
20. New books were not much more expensive {SC}.

ADJECTIVE AND ADVERB EXERCISE 2 (and 12) My Score: _____%

1. A college friend had once told Bill {DO} about other used books.
2. Sometimes students sold their old books {DO} to other students.
3. They would usually post signs {DO} on college bulletin boards.
4. He had occasionally seen the hand-made signs {DO} on the college campus.
5. They listed several used books {DO} and the asking prices {DO}.
6. On the sign the seller's phone number was normally listed.
7. For some time Bill walked from one bulletin board to another.
8. He could not find any books {DO} for his math or psychology classes.
9. He did find only one notice {DO} for an English book.
10. The sign looked slightly yellow {SC}.

ADJECTIVE AND ADVERB EXERCISE 3 (and 13) My Score: _____%

1. The corners of the sign seemed bent {SC} with age.
2. He quickly scratched down the student's phone number {DO}.
3. Immediately he found a pay phone {DO}.
4. He dropped his coin {DO} in the coin slot.

5. Then he dialed the phone number {DO} from the seemingly aged sign.
6. Hopefully Bill asked about the used book for his English class.
7. Bill was not very happy {SC} with the reply.
8. The tone of the student's voice sounded very disappointed {SC}.
9. He had already sold that book {DO}.
10. The sign had actually been left from last term.

ADJECTIVE AND ADVERB EXERCISE 4 (and 14) My Score: _____%

1. The student had been too careless {SC} about the signs.
2. He had not remembered about them until Bill's call.
3. Bill felt really grumpy {SC} because of his disappointing experience.
4. Later, though, he thought about it again.
5. He checked the bulletin boards {DO} for a second time.
6. Most of them looked like the last batch.
7. On this try, though, he did locate a fresh-looking sign {DO} for a math text.
8. Again he called the listed phone number {DO}.
9. This student sounded much more hopeful {SC}.
10. Also, the price of the used book was much lower {SC}.

ADJECTIVE AND ADVERB EXERCISE 5 (and 15) My Score: _____%

1. He would meet the other student {DO} at lunchtime.
2. They chose the campus cafeteria {DO} as their meeting place.
3. Bill felt confident {SC} about a reasonable price for the book.
4. He arrived early in the cafeteria for the meeting with the other student.
5. Soon the student walked up to him and showed him {IO} the book {DO}.
6. Bill's jaw immediately dropped.
7. This old, torn, marked-up book was not really usable {SC}.
8. He sadly turned down the battered math book {DO}.
9. He walked very dejectedly to the college bookstore.
10. There he bought the required math textbook {DO} for an apparently reasonable price.

ADJECTIVE AND ADVERB EXERCISE 6 (and 16)

1. Bill remembered an instructor's advice {DO} [about textbooks].
2. [At the beginning] [of the term], the instructor had clearly explained [about class preparation].
3. His explanation [on this topic] was long {SC} and very complete {SC}.
4. First, Bill checked the table {DO} [of contents] [of the math book].
5. He slowly reviewed all {DO} [of the topics] [in the text].

6. Some [of the terms] seemed quite technical {SC}.
7. Many [of the terms] were [beyond his present understanding] [of math].
8. However, several [of these terms] were repeated [in many chapter headings].
9. Those terms must be some {SC} [of the most important ones].
10. He should probably study those terms {DO} very diligently.

ADJECTIVE AND ADVERB EXERCISE 7 (and 17)

1. Bill next checked the college Internet site {DO} [for information] [about his math class].
2. The instructor had already provided students {IO} a syllabus {DO} [for the next term].
3. [On the syllabus] were all [of the reading assignments] [for the whole term].
4. First [of all] Bill noted the chapters {DO} [on the syllabus].
5. Then he noted the chapters {DO} left [off the syllabus].
6. The first set [of chapters] was certainly the important ones {SC}.
7. He could probably safely skip that second set {DO} [of chapters].
8. [After a review] [of the syllabus], he looked [at the first chapter].
9. Most [of that chapter] looked rather familiar {SC} [to Bill].
10. It appeared a brief review {SC} [of parts] [of his last math class].

ADJECTIVE AND ADVERB EXERCISE 8 (and 18)

1. [After Bill's review] [of the text], he next checked the dates {DO} [on the syllabus].
2. [On the syllabus] were the due dates [for reading assignments].
3. The date [for the first chapter] was the third day {SC} [of the new term].
4. Early preparation [for that class] was obviously important {SC}.
5. Consequently, Bill began a thorough preview {DO} [of the first chapter].
6. The beginning [of the chapter] quickly provided him {IO} a list {DO} [of goals] [for the chapter].
7. He carefully compared that list {DO} [with the topics] [in the chapter headings].
8. [In addition], there were several bold italic terms [in the text] [with definitions] [of the terms].
9. He made note {DO} [of the familiar and unfamiliar terms] [in bold italics].
10. Finally, he read the chapter summary {DO} [at the end].

ADJECTIVE AND ADVERB EXERCISE 9 (and 19)

1. Bill worked some problems {DO} [at the end] [of the chapter].
2. He then checked the back {DO} [of the book] [for the answers].
3. [In the process] one mistake became apparent {SC}.
4. One problem had given him {IO} a confusing piece {DO} [of information].
5. It was stated [in an unusual way].
6. He had not converted it {DO} [into the normal format] [for the standard formula].
7. [After an adjustment] [for that mistake], he made the correct calculations {DO} [for the answer].
8. [In another problem] he had just made a careless error {DO} [in his calculations].
9. There would be opportunities [for more mistakes] [like that one] [throughout the upcoming term].
10. Therefore, he would constantly work [on close attention] [to calculations].

ADJECTIVE AND ADVERB EXERCISE 10 (and 20)

1. Bill also checked the syllabus {DO} [for texts and quizzes] [in his math class].
2. The instructor gave the students {IO} a test {DO} [at the beginning] [of almost every week].
3. The first one, however, was [at the end] [of the second week] [of the term].
4. It would cover the first two chapters {DO} [of the text].
5. Consequently, Bill started a preview {DO} [of the second chapter] [of the text].
6. It also seemed mainly a review {SC} [of some reasonably familiar concepts] [from his last math class].
7. He looked ahead [at the next chapter] [for a preview] [of its contents].
8. Finally the text began an explanation {DO} [of some material] new [to him].
9. That material would provide Bill {IO} the first real challenge {DO} [of the term].
10. [As a result], he should certainly read that chapter {DO} [before the class discussion] [of it].

LESSON 2: ADJECTIVES AND ADVERBS

Scoring for this lesson: Subtract **1½** points from 100 for each mistake in identifying an adjective or adverb or in identifying the word that each adjective or adverb modifies.

In the following answers the arrows show which word each adjective or adverb modifies. Adverbs that modify the verb are shown modifying only one part of the verb, but they could just as correctly be identified as modifying any part of a verb.

ADJECTIVE AND ADVERB EXERCISE 1

1. Soon Bill would need textbooks for the next quarter.
Adv. Adj.

2. He had often thought about the high price of textbooks.
Adv. Adj.

3. How could he save some money on his textbooks?
Adv. Adj.

4. He had recently checked the prices in the college bookstore.
Adv. Adj.

5. Now he worried about the expense of books for next term.
Adv. Adj.

6. The books for next term would cost him too much money.
Adj. Adv. Adj.

7. Then on the next day he decided upon used books.
Adv. Adj. Adj.

8. He checked the bookstore prices of used books for his
Adj. Adj.
English, math, and psychology classes.
Adj. Adj. Adj.

9. Those prices also seemed too high.
Adj. Adv. Adv. Adj.

10. New books were not much more expensive.
Adj. Adv. Adv. Adv. Adj.

ADJECTIVE AND ADVERB EXERCISE 2

1. A college friend had once told Bill about other used books.
Adj. Adv. Adj. Adj.

2. Sometimes students sold their old books to other students.
Adv. Adj. Adj.

3. They would usually post signs on college bulletin boards.
Adv. Adj. Adj.

4. He had occasionally seen the <u>hand-made</u> signs on the college campus.
Adv. Adj. Adj.

5. They listed several used books and the asking prices.
Adj. Adj. Adj.

6. On the sign the seller's phone number was normally listed.
Adj. Adv.

7. For some time Bill walked from one bulletin board to another.
Adj. Adj. Adj.

8. He could not find any books for his math or psychology classes.
Adv. Adj. Adj. Adj.

9. He did find only one notice for an English book.
Adv. Adj. Adj.

10. The sign looked slightly yellow.
Adv. Adj.

ADJECTIVE AND ADVERB EXERCISE 3

1. The corners of the sign seemed bent with age.
Adj.

2. He quickly scratched down the student's phone number.
Adv. Adv. Adj.

3. Immediately he found a pay phone.
Adv. Adj.

4. He dropped his coin in the coin slot.
Adj.

5. Then he dialed the phone number from the seemingly aged sign.
Adv. Adj. Adv. Adj.

6. Hopefully Bill asked about the used book for his English class.
Adv. Adj. Adj.

7. Bill was not very happy with the reply.
Adv. Adv. Adj.

8. The tone of the student's voice sounded very disappointed.
Adv. Adj.

9. He had already sold that book.
Adv. Adj.

10. The sign had actually been left from last term.
Adv. Adj.

ADJECTIVE AND ADVERB EXERCISE 4

1. The student had been too careless about the signs.
Adv. Adj.

2. He had not remembered about them until Bill's call.
Adv.

3. Bill felt really grumpy because of his disappointing experience.
Adv. Adj. Adj.

4. Later, though, he thought about it again.
Adv. Adv. Adv.

5. He checked the bulletin boards for a second time.
Adj. Adj.

6. Most of them looked like the last batch.
Adj.

7. On this try, though, he did locate a fresh-looking sign for a math text.
Adj. Adv. Adj. Adj.

8. Again he called the listed phone number.
Adv. Adj. Adj.

9. This student sounded much more hopeful.
Adj. Adv. Adv. Adj.

10. Also, the price of the used book was much lower.
Adv. Adj. Adv. Adj.

ADJECTIVE AND ADVERB EXERCISE 5

1. He would meet the other student at lunch time.
Adj. Adj.

2. They chose the campus cafeteria as their meeting place.
Adj. Adj.

3. Bill felt confident about a reasonable price for the book.
Adj. Adj.

4. He arrived early in the cafeteria for the meeting with the other student.
Adv. Adj.

5. Soon the student walked up to him and showed him the book.
Adv. Adv.

6. Bill's jaw immediately dropped.
Adv.

7. This old, torn, marked-up book was not really usable.
Adj. Adj. Adj. Adj. Adv. Adv. Adj.

8. He sadly turned down the battered math book.
Adv. Adv. Adj. Adj.

9. He walked very dejectedly to the college bookstore.
Adv. Adv. Adj.

10. There he bought the required math textbook for an apparently reasonable price.
Adv. Adj. Adj. Adv. Adj.

ADJECTIVE AND ADVERB EXERCISE 6

11. Bill remembered an instructor's helpful advice about textbooks.
Adj.

12. At the beginning of the term, the instructor had clearly explained about class preparation.
Adv.
Adj.

13. His explanation on this topic was long and very complete.
Adj. Adj. Adv. Adj.

14. First, Bill checked the table of contents of the math book.
Adv. Adj.

15. He slowly reviewed all of the topics in the text.
Adv.

16. Some of the terms seemed quite technical.
Adv. Adj.

17. Many of the terms were beyond his present understanding of math.
Adj.

18. However, several of these terms were repeated in many chapter headings.
Adv. Adj. Adj. Adj.

19. Those terms must be some of the most important ones.
Adj. Adv. Adj.

20. He should probably study those terms very diligently.
Adv. Adj. Adv. Adv.

ADJECTIVE AND ADVERB EXERCISE 7

11. Bill next checked the college Internet site for information about his math class.
Adv. Adj. Adj.
Adj.

12. The instructor had already provided students a syllabus for the next term.
Adv.
Adj.

13. On the syllabus were all of the reading assignments for the whole term.
Adj. Adj.

14. First of all Bill noted the chapters on the syllabus.
Adv.

15. Then he noted the chapters left off the syllabus.
Adv. Adj.

16. The first set of chapters was certainly the important ones.
Adj. Adv. Adj.

17. He could probably safely skip that second set of chapters.
Adv. Adv. Adj. Adj.

18. After a review of the syllabus, he looked at the first chapter.
Adj.

19. Most of that chapter looked rather familiar to Bill.
Adj. Adv. Adj.

20. It appeared a brief review of parts of his last math class.
Adj. Adj. Adj.

ADJECTIVE AND ADVERB EXERCISE 8

11. After Bill's review of the text, he next checked the dates on the syllabus.
Adv.

12. On the syllabus were the due dates for reading assignments.
Adj. Adj.

13. The date for the first chapter was the third day of the new term.
Adj. Adj. Adj.

14. Early preparation for that class was obviously important.
Adj. Adj. Adv. Adj.

15. Consequently, Bill began a thorough preview of the first chapter.
Adv. Adj. Adj.

16. The beginning of the chapter quickly provided him a list of goals for the chapter.
Adv.

17. He carefully compared that list with the topics in the chapter headings.
Adv. Adj. Adj.

18. In addition, there were several bold italic terms in the text with definitions of the terms.
Adj. Adj. Adj.

19. He made note of the familiar and unfamiliar terms in bold italics.
Adj. Adj. Adj.

20. Finally, he read the chapter summary at the end.
Adv. Adj.

ADJECTIVE AND ADVERB EXERCISE 9

11. Bill worked some problems at the end of the chapter.
Adj.

12. He then checked the back of the book for the answers.
Adv.

13. In the process one mistake became apparent.
Adj. Adj.

14. One problem had given him a confusing piece of information.
Adj. Adj.

15. It was stated in an unusual way.
Adj.

16. He had not converted it into the normal format for the standard formula.
Adv. Adj. Adj.

17. After an adjustment for that mistake, he made the correct calculations for the answer.
Adj. Adj.

18. In another problem he had just made a careless error in his calculations.
Adj. Adv. Adj.

19. There would be opportunities for more mistakes like that one throughout the upcoming term.
Adj. Adj. Adj.

20. Therefore, he would constantly work on close attention to calculations.
Adv. Adv. Adj.

ADJECTIVE AND ADVERB EXERCISE 10

11. Bill also checked the syllabus for texts and quizzes in his math class.
Adv. Adj.

12. The instructor gave the students a test at the beginning of almost every week.
Adv. Adj.

13. The first one, however, was at the end of the second week of the term.
Adj. Adv. Adj.

14. It would cover the first two chapters of the text.
Adj. Adj.

15. Consequently, Bill started a preview of the second chapter of the text.
Adv. Adj.

16. It also seemed mainly a review of some reasonably familiar concepts from his last math class.
Adv. Adv. Adj. Adv. Adj. Adj. Adj.

17. He looked ahead at the next chapter for a preview of its contents.
Adv. Adj.

18. Finally the text began an explanation of some material new to him.
Adv. Adj. Adj.

19. That material would provide Bill the first real challenge of the term.
Adj. Adj. Adj.

20. As a result, he should certainly read that chapter before the class discussion of it.
Adv. Adj. Adj.

LESSON 3: PREPOSITIONAL PHRASES USED AS ADJECTIVES AND ADVERBS

Scoring for this lesson: Subtract **2** points from 100 for each mistake in identifying an adjective or adverb prepositions phrase or in identifying the word that each phrase modifies.

In the following answers the arrows show which word each prepositional phrase modifies. Prepositional phrases that modify the verb are shown modifying only one part of the verb, but they could just as correctly be identified as modifying any part of a verb.

ADJECTIVE AND ADVERB EXERCISE 11

1. Soon Bill would need textbooks <u>for the next quarter</u>.
Adj.

2. He had often thought <u>about the high price</u> <u>of textbooks</u>.
Adv. Adj.

3. How could he save some money <u>on his textbooks</u>?
Adv.

4. He had recently checked the prices <u>in the college bookstore</u>.
Adv.

5. Now he worried <u>about the expense</u> <u>of books</u> <u>for next term</u>.
Adv. Adj. Adj.

6. The books <u>for next term</u> would cost him too much money.
Adj.

7. Then <u>on the next day</u> he decided <u>upon used books</u>.
Adv. Adv.

8. He checked the bookstore prices <u>of used books</u> <u>for his English, math, and</u>
Adj. Adj.
<u>psychology classes.</u>

9. Those prices also seemed too high. [none]

10. New books were not much more expensive. [none]

ADJECTIVE AND ADVERB EXERCISE 12

1. A college friend had once told Bill <u>about other used books</u>.
Adv.

2. Sometimes students sold their old books <u>to other students</u>.
Adv.

3. They would usually post signs <u>on college bulletin boards</u>.
Adv.

4. He had occasionally seen the hand-made signs <u>on the college campus</u>.
Adv.

5. They listed several used books and the asking prices. [none]

6. On the sign the seller's phone number was normally listed.
Adv.

7. For some time Bill walked from one bulletin board to another.
Adv. Adv. Adv.

8. He could not find any books for his math or psychology classes.
Adj.

9. He did find only one notice for an English book.
Adj.

10. The sign looked slightly yellow. [none]

ADJECTIVE AND ADVERB EXERCISE 13

1. The corners of the sign seemed bent with age.
Adj. Adv.

2. He quickly scratched down the student's phone number. [none]

3. Immediately he found a pay phone. [none]

4. He dropped his coin in the coin slot.
Adv.

5. Then he dialed the phone number from the seemingly aged sign.
Adj.

6. Hopefully Bill asked about the used book for his English class.
Adv. Adj.

7. Bill was not very happy with the reply.
Adv.

8. The tone of the student's voice sounded very disappointed.
Adj.

9. He had already sold that book. [none]

10. The sign had actually been left from last term.
Adv.

ADJECTIVE AND ADVERB EXERCISE 14

1. The student had been too careless about the signs.
Adv.

2. He had not remembered about them until Bill's call.
Adv. Adv.

3. Bill felt really grumpy because of his disappointing experience.
Adv.

4. Later, though, he thought about it again.
Adv.

5. He checked the bulletin boards for a second time.
Adv.

6. Most of them looked like the last batch.
Adj. Adv.

7. On this try, though, he did locate a fresh-looking sign for a math text.
Adv. Adj.

8. Again he called the listed phone number. [none]

9. This student sounded much more hopeful. [none]

10. Also, the price of the used book was much lower.
Adj.

ADJECTIVE AND ADVERB EXERCISE 15

1. He would meet the other student at lunch time.
Adv.

2. They chose the campus cafeteria as their meeting place.
Adv.

3. Bill felt confident about a reasonable price for the book.
Adv. Adj.

4. He arrived early in the cafeteria for the meeting with the other student.
Adv. Adv. Adj.

5. Soon the student walked up to him and showed him the book.
Adv.

6. Bill's jaw immediately dropped. [none]

7. This old, torn, marked-up book was not really usable. [none]

8. He sadly turned down the battered math book. [none]

9. He walked very dejectedly to the college bookstore.
Adv.

10. There he bought the required math textbook for an apparently reasonable price.
Adv.

ADJECTIVE AND ADVERB EXERCISE 16

1. Bill remembered an instructor's advice about textbooks.
Adj.

2. At the beginning of the term, the instructor had clearly explained about class preparation.
Adv. Adj.
Adv.

3. His explanation on this topic was long and very complete.
Adj.

4. First, Bill checked the table of contents of the math book.
Adj. Adj.

5. He slowly reviewed all of the topics in the text.
Adj. Adj.

6. Some of the terms seemed quite technical.
Adj.

7. Many of the terms were beyond his present understanding of math.
Adj. Adv. Adj.

8. However, several of these terms were repeated in many chapter headings.
Adj. Adv.

9. Those terms must be some of the most important ones.
Adj.

10. He should probably study those terms very diligently.
[None]

ADJECTIVE AND ADVERB EXERCISE 17

1. Bill next checked the college Internet site for information about his math class.
Adv. Adj.

2. The instructor had already provided students a syllabus for the next term.
Adj.

3. On the syllabus were all of the reading assignments for the whole term.
Adv. Adj. Adj.

4. First of all Bill noted the chapters on the syllabus.
Adv. Adj.

5. Then he noted the chapters left off the syllabus.
Adv.

6. The first set of chapters was certainly the important ones.
Adj.

7. He could probably safely skip that second set of chapters.
Adj.

8. After a review of the syllabus, he looked at the first chapter.
Adv. Adj. Adv.

9. Most of that chapter looked rather familiar to Bill.
Adj. Adv.

10. It appeared a brief review of parts of his last math class.
Adj. Adj.

ADJECTIVE AND ADVERB EXERCISE 18

1. After Bill's review of the text, he next checked the dates on the syllabus.
Adv. Adj. Adj.

2. On the syllabus were the due dates for reading assignments.
Adv. Adj.

3. The date for the first chapter was the third day of the new term.
Adj. Adj.

4. Early preparation for that class was obviously important.
Adj.

5. Consequently, Bill began a thorough preview of the first chapter.
Adj.

6. The beginning of the chapter quickly provided him a list of goals for the chapter.
Adj. Adj.
Adj.

7. He carefully compared that list with the topics in the chapter headings.
Adv. Adj.

8. In addition, there were several bold italic terms in the text with definitions of the terms.
Adv. Adv. Adv
Adj.

9. He made note of the familiar and unfamiliar terms in bold italics.
Adj. Adj.

10. Finally, he read the chapter summary at the end.
Adj.

ADJECTIVE AND ADVERB EXERCISE 19

1. Bill worked some problems at the end of the chapter.
Adj. Adj.

2. He then checked the back of the book for the answers.
Adj. Adv.

3. In the process one mistake became apparent.
Adv.

4. One problem had given him a confusing piece of information.
Adj.

5. It was stated in an unusual way.
Adv.

6. He had not converted it into the normal format for the standard formula.
Adv. Adj.

7. After an adjustment for that mistake, he made the correct calculations for the answer.
Adv. Adj.
Adj.

8. In another problem he had just made a careless error in his calculations.
Adv. Adj.

9. There would be opportunities for more mistakes like that one throughout the upcoming term.
Adj. Adj.
Adv.

10. Therefore, he would constantly work on close attention to calculations.
Adv. Adj.

ADJECTIVE AND ADVERB EXERCISE 20

1. Bill also checked the syllabus for texts and quizzes in his math class.
Adv. Adj.

2. The instructor gave the students a test at the beginning of almost every week.
Adv. Adj.

3. The first one, however, was at the end of the second week of the term.
Adv. Adj. Adj.

4. It would cover the first two chapters of the text.
Adj.

5. Consequently, Bill started a preview of the second chapter of the text.
Adj.
Adj.

6. It also seemed mainly a review of some reasonably familiar concepts from his last math class.
Adj.
Adj.

7. He looked ahead at the next chapter for a preview of its contents.
Adv. Adv. Adj.

8. Finally the text began an explanation of some material new to him.
Adj. Adv.

9. That material would provide Bill the first real challenge of the term.
Adj.

10. As a result, he should certainly read that chapter before the class discussion of it.
Adv. Adv.
Adj.

CHAPTER 5

LESSON 1

Scoring for this lesson: Subtract **1** point from 100 for each mistake in identifying subjects, verbs, clause signals, types of dependent clauses, and number of independent clauses.

For the following answers, subjects are underlined once and verbs are underlined twice. *Dependent clauses are indicated by italic type, and* ***clause signals are indicated by bold italics***. VERBAL NOUNS, ADJECTIVES, AND ADVERBS ARE INDICATED BY ALL CAPITALS. Inside brackets dependent clauses are labeled by the type: adjective, adverb, and noun. Finally, each sentence is followed by the number of independent clauses.

CLAUSE AND PHRASE EXERCISE 1

1. ***While*** *she was practicing [adv. cl.]*, Caitlin sometimes became very involved in the music. [1 ind. cl.]

2. The music ***that*** *she enjoyed [adj. cl.]* usually had a strong melody. [1 ind. cl.]

3. She played these pieces to relax, and they seldom failed her. [2 ind. cl.]

4. They raised her spirits ***if*** *she was feeling gloomy [adv. cl.]*. [1 ind. cl.]

5. They also comforted and calmed her ***after*** *she spent hours studying for her many classes [adv. cl.]*. [1 ind. cl.]

6. She could usually tell ***which*** *pieces of music would capture her interest [n. cl.].* [1 ind. cl.]

7. One piece of music would repel her as soon ***as*** *she read it [adv. cl.]*. [1 ind. cl.]

8. Another piece of music seemed ***so*** *fascinating* ***that*** *she would work on it for hours without a break [adv. cl.]*. [1 ind. cl.]

9. Only rarely was there a composition ***whose*** *melody would grow on her after long practice [adj. cl.].* [1 ind. cl.]

10. ***After*** *she practiced it for days [adv. cl.]*, she finally appreciated its complex melody [1 ind. cl.]

CLAUSE AND PHRASE EXERCISE 2

21. She realized ***that*** *such a complex melody was not apparent at first [n. cl.].* [1 ind. cl.]

22. She usually treasured such pieces, for each of them had a complex character like that of a person. [2 ind. cl.]

23. The complex melodies, ***which*** *grew on her over time [adj. cl.]*, made these pieces special treasures for her. [1 ind. cl.]

24. ***Whenever*** *she chose a piece for a contest or a recital [adv. cl.],* she preferred the complex ones. [1 ind. cl.]

25. For days before a performance, she would play the piece ***that*** *she had chosen [adj. cl.]* ***until*** *it became second nature to her [adv. cl.].* [1 ind. cl.]

26. She would play the piece one way and then play it another way ***so that*** *she could feel all the possible interpretations of the piece [adv. cl.].* [1 ind. cl.]

27. She often asked herself ***whether*** *she was giving the piece the interpretation [n. cl.]* ***that*** *the composer had intended [adj. cl.].* [1 ind. cl.]

28. Finally, just a day or two before the performance, she would decide ***that*** *one interpretation made better sense [n. cl.]* ***than*** *the others did [adv. cl.].* [1 ind. cl.]

29. ***When*** *the day came for the performance [adv. cl.],* she constantly replayed the music in her head ***so*** clearly ***that*** *she could nearly hear it [adv. cl.].* [1 ind. cl.]

30. In the last few minutes ***while*** *she was waiting for the performance [adv. cl.],* she would feel very nervous, ***as if*** *all of her nerves were being stimulated at the same time [adv. cl.].* [1 ind. cl.]

CLAUSE AND PHRASE EXERCISE 3

11. ***When*** *it was time for her performance [adv. cl.],* Caitlin ignored the nervousness ***that*** *had been afflicting her [adj. cl.].* [1 ind. cl.]

12. Then she went on stage, and she became a completely different person. [2 ind. cl.]

13. ***Although*** *the nervousness was still there [adv. cl.],* she believed ***that*** *she would perform her best [n. cl.].* [1 ind. cl.]

14. Nobody in the audience knew ***that*** *she had been shaking just a few seconds [n. cl.]* ***before*** *she came on stage [adv. cl.].* [1 ind. cl.]

15. After the first few minutes, she was no longer nervous; she just concentrated on the music itself. [2 ind. cl.]

16. *Even* ***though*** *she was aware of the audience [adv. cl.],* ***which*** *contained many people [adj. cl.]* ***whom*** *she wanted to please [adj. cl.],* they faded to the back of her consciousness. [1 ind. cl.]

17. By the end of the piece she felt thrilled, almost ecstatic, ***because*** *she felt [adv. cl.]* ***that*** *she had completed an excellent performance [n. cl.].* [1 ind. cl.]

18. ***When*** *she had sounded the last note [adv. cl.],* it seemed forever ***before*** *the audience responded [adv. cl.].* [1 ind. cl.]

19. Usually their applause felt extremely heartwarming ***because*** *it showed [adv. cl.]* ***that*** *they shared her approval of her accomplishment [n. cl.].* [1 ind. cl.]

20. After the performance, however, ***when*** *she met with friends and family members [adv. cl.],* she felt somewhat embarrassed by the praises ***that*** *they heaped upon her [adj. cl.].* [1 ind. cl.]

LESSON 2

Scoring for this lesson: Subtract **3** points from 100 for each mistake in identifying subjects, verbs, and verbals. Do **not** subtract points for identifying the use of verbals, *[the information in brackets and italics in the answers]*.

For the following answers, subjects are underlined once and verbs are underlined twice. VERBAL NOUNS, ADJECTIVES, AND ADVERBS ARE INDICATED BY ALL CAPITALS. Inside brackets verbals are labeled by the type: adjective, adverb, and noun.

CLAUSE AND PHRASE EXERCISE 4

31. STUDYING *[n. (subject)]* for some classes was hard for Mike.
32. But WORKING *[n. (subject)]* on the grounds crew was harder.
33. He really preferred TO STUDY *[n. (direct object)]* for almost any class.
34. Recently Mike's main assignment was TO WEED *[n. (naming subject complement)]* the PLANTING *[adj. (modifies* beds*)]* beds.
35. Some days Mike worked only on PULLING *[n. (object of preposition)]* weeds.
36. DOING *[n. (subject)]* the job had some rewards.
37. The GARDENING *[adj. (modifies* work*)]* work provided him the cash REQUIRED *[adj. (modifies* cash*)]* for tuition.
38. By WORKING *[n. (object of preposition)]* in campus gardens, Mike also got some NEEDED *[adj. (modifies* exercise*)]* physical exercise.
39. On top of that, he sometimes felt pride in LOOKING *[n. (object of preposition)]* at the freshly WEEDED *[adj. (modifies* beds*)]* beds.
40. Also, TO FIND *[adv. (modifies* might have had*)]* a better job, he might have had TO TRAVEL *[n. (direct object)]* far from campus.

CLAUSE AND PHRASE EXERCISE 5

Sometimes Mike got TO TRIM *[n.(direct object)]* bushes and trees along the campus trails.
TRIMMING *[n. subject]* small branches required PRUNING *[adj. (modifies* shears*)]* shears.
TO CUT [*adv. (modifies* had*)]* the larger limbs, he had TO USE *[n. (object of* had*]* a chain saw.
His supervisor taught him the way TO USE *[adj. (modifies* way*)]* the chain saw in the APPROVED *[adj. (modifies* manner*)]* manner.
At first Mike only cut up branches CUT *[adj. (modifies* branches*)]* from trees by others WORKING *[adj. {modifies* others*)]* on his crew.
After DOING *[n. (object of preposition)]* that chore, he was instructed in the techniques of CUTTING *[n. (object of preposition)]* limbs from trees.
Again his supervisor taught him about DOING *[n. (object of preposition)]* it the right way.
But USING *[n. (subject)]* a chain saw created some FRIGHTENING *[adj. (modifies* situations*)]* situations.

TO CUT *[adv. (modifies verb* had*)]* some limbs, Mike had TO CLIMB *[n. (object of* had*)]* high on a ladder LEANING *[adj. (modifies* ladder*)]* against a tree trunk.

Often the most APPRECIATED *[adj. (modifies* part*)]* part of the job was GETTING *[n. (naming subject complement)]* down from the tree in one piece.

CLAUSE AND PHRASE EXERCISE 6

41. Mike's favorite job was MOWING *[n. (naming subject complement)]* the lawn.

42. RIDING *[adj. modifies* Mike*)]* on the large tractor, Mike felt powerful.

43. After MOWING [n. (object of preposition)] the lawn, Mike felt SATISFIED [adj. (descriptive subject complement)].

44. He could see acres of grass SCULPTED *[adj. (modifies* grass*)]* by his work.

45. He also liked WORKING *[n. (direct object)]* with the EXPERIENCED *[adj. (modifies* staff*)]* professional staff on the crew.

46. They offered Mike some INTERESTING *[adj. (modifies* perspectives*)]* perspectives on campus life.

47. He learned about the hundreds of people WORKING *[adj. (modifies* people*)]* behind the scenes.

48. The college required many people TO MAINTAIN *[adv. (modifies* required*)]* the campus.

49. Many students and teachers did not notice these people's UNAPPRECIATED *[adj. modifies* efforts*)]* efforts.

50. Mike benefited both from WORKING *[n. (object of preposition)]* with the grounds crew and from STUDYING *[n. (object of preposition)]* for his classes.

LESSON 3

Scoring for this lesson: Subtract **1** point from 100 for each mistake in identifying subjects, verbs, clause signals, types of dependent clauses, and number of independent clauses. (Do not score verbals.)

For following answers, subjects are underlined once and verbs are underlined twice. *Dependent clauses are indicated by italic type, and* ***clause signals are indicated by bold italics***. VERBAL NOUNS, ADJECTIVES, AND ADVERBS ARE INDICATED BY ALL CAPITALS. Inside brackets dependent clauses are labeled by the type: adjective, adverb, and noun. Finally, each sentence is followed by the number of independent clauses.

CLAUSE AND PHRASE EXERCISE 7

1. Gretchen planned TO GO to college in the fall. [1 ind. cl.]

2. However, she needed financial help ***because*** *she had many expenses [adv. cl.].* [1 ind. cl.]

3. Both her school expenses and her daycare expenses for her daughter Judith were high. [1 ind. cl.]
4. In addition, she knew ***that*** *she should cut down on her work hours TO GIVE herself more time for her studies [n. cl.].* [1 ind. cl.]
5. She couldn't figure out ***how*** *she could pay her expenses [n. cl.].* [1 ind. cl.]
6. Her mother, ***who*** *encouraged her TO GO to school [adj. cl.],* suggested some changes in Gretchen's LIVING arrangements. [1 ind. cl.]
7. Gretchen realized ***that*** *she could save money by MOVING to a small, cheaper apartment [n. cl.].* [1 ind. cl.]
8. MOVING closer to school, her job, and Judith's daycare would allow her TO TAKE the bus instead of DRIVING. [1 ind. cl.]
9. Her car, ***which*** *was very old [adj. cl.],* was expensive TO RUN and TO MAINTAIN. [1 ind. cl.]
10. It broke down often, and REPAIRING it usually cost hundreds of dollars. [2 ind. cl.]

CLAUSE AND PHRASE EXERCISE 8

1. She found an apartment ***that*** *was in the right location [adj. cl.],* but it was too expensive. [2 ind. cl.]
2. ***When*** *she heard of a cheaper one [adv. cl.],* it turned out TO BE too far from the bus lines. [1 ind. cl.]
3. Eventually she went to the college's HOUSING office, ***which*** *listed many apartments [adj. cl.]* ***that*** *were in students' price range [adj. cl.].* [1 ind. cl.]
4. On the list she found an apartment ***that*** *seemed perfect for her needs [adj. cl.].* [1 ind. cl.]
5. She needed TO FIND out ***whether*** *it was too good TO BE true [n. cl.],* so she made an appointment TO SEE it. [2 ind. cl.]
6. The apartment was smaller ***than*** *she hoped [adv. cl.],* and the building looked old and shabby. [2 ind. cl.]
7. ***Although*** *its appliances seemed very old [adv. cl.],* they all worked. [1 ind. cl.]
8. She decided ***that*** *she could accept LIVING in this apartment [n. cl.]* ***since*** *it would only be for the years [adv. cl.] during* ***which*** *she went to school [adj. cl.].* [1 ind. cl.]
9. The sacrifices would be worthwhile as long ***as*** *she got an education and could find a better job [adv. cl.].* [1 ind. cl.]
10. She was satisfied with her choice and made arrangements TO MOVE into the apartment a month ***before*** *school started [adv. cl.].* [1 ind. cl.]

CLAUSE AND PHRASE EXERCISE 9

1. Gretchen also found out ***that*** *the college offered daycare for students [n. cl.]* ***who*** *were enrolled in college as fulltime students [adj. cl.].* [1 ind. cl.]

2. The college's daycare facility cost less ***than*** *her present daycare did [adv. cl.].* [1 ind. cl.]
3. However, the college daycare would not take any children ***who*** *were sick [adj. cl.].* [1 ind. cl.]
4. Gretchen knew ***that*** *Judith was not often sick [n. cl.].* [1 ind. cl.]
5. But she also knew ***that*** *she needed backup daycare arrangements for the times [n. cl.]* ***when*** *Judith was sick [adj. cl.].* [1 ind. cl.]
6. ***Though*** *Gretchen was very proud of her independence [adv. cl.],* she *decided* ***that*** *she needed TO ASK for her mother's help [n.cl.].* [1 ind. cl.]
7. ***When*** *she asked her mother TO BE her backup daycare [adv. cl.],* her mother agreed, but with some conditions. [1 ind. cl.]
8. Her mother believed ***that*** *Gretchen should pay her for daycare [n. cl.], just* ***as*** *she paid the college daycare center [adv. cl.].* [1 ind. cl.]
9. Her mother also said ***that*** *she would not be available [n. cl.]* ***whenever*** *she needed TO VISIT her invalid sister in Birmingham [adv. cl.].* [1 ind. cl.]
10. The conditions ***which*** *Gretchen's mother listed [adj. cl.]* seemed reasonable to Gretchen, so they agreed on the arrangements. [2 ind. cl.]

CLAUSE AND PHRASE EXERCISE 10

1. ***When*** *the clock struck six [adv. cl.],* Morris arrived at the railroad station for his job. [1 ind. cl.]
2. ***Since*** *there was not much TO DO at the counter [adv. cl.],* he began TO WATCH people. [1 ind. cl.]
3. He liked TO OBSERVE people and TO INVENT stories about their lives. [1 ind. cl.]
4. After ARRIVING at the station, a peculiar man sat quietly on a bench FACING the doors ***that*** *led to the tracks [adj. cl.].* [1 ind. cl.]
5. ***Because*** *he wore FADED green pants and a TORN red jacket [adv. cl.],* he was quite noticeable, but still no one else seemed TO NOTICE him. [2 ind. cl.]
6. A man ***who*** *held a newspaper under his arm [adj. cl.]* paced by him several times; however, neither man spoke to the other. [2 ind. cl.]
7. Finally, the man HOLDING the newspaper sat next to the first man; he sat there silently for several minutes; then he stood up and walked away, LEAVING the newspaper on the bench. [3 ind. cl.]
8. Without LOOKING at the newspaper, the first man picked it up and put it under his arm. [1 ind. cl.]
9. His PICKING up the paper could have looked suspicious to a person ***whose*** *mind looks for mysteries [adj. cl.].* [1 ind. cl.]
10. Furthermore, ***if*** *someone had asked him [adv. cl.]* ***why*** *he had been sitting in the station [n. cl.],* he probably would have refused TO ANSWER. [1 ind. cl.]

CLAUSE AND PHRASE EXERCISE 11

1. However, a person ***who*** *is persistent in his observation [adj. cl.]* would have been able TO DISCOVER the reason, or he would at least have discovered a possible reason. [2 ind. cl.]

2. The man walked through the gate to the tracks, and he said something to the UNIFORMED man at the gate ***as*** *he passed by [adv. cl.]*. [2 ind. cl.]

3. He walked across the tracks, carefully WATCHING his steps, and headed toward a shack ***that*** *looked WEATHER-BEATEN, UNPAINTED, NEGLECTED [adj. cl.]*. [1 ind. cl.]

4. The pace of his WALKING increased, ***as if*** *he had a purpose in mind [adv. cl.]*; he quickly reached the door of the shack, but stopped TO LOOK around before ENTERING. [2 ind. cl.]

5. After WAITING for about ten minutes, Morris noticed the same man EMERGING in blue and white STRIPED overalls, still CARRYING the newspaper under his arm. [1 ind. cl.]

6. STANDING in front of the shack, he picked a HALF-BURNED cigarette out of a pack in his shirt pocket. [1 ind. cl.]

7. ***After*** *he lit the cigarette [adv. cl.]*, he seemed TO RELAX, for he then leaned back against the doorway. [2 ind. cl.]

8. Then, LOOKING down the tracks, he shouted and waved ***as though*** *he had seen someone [adv. cl.]* ***whom*** *he knew [adj. cl.]*. [1 ind. cl.]

9. WALKING down the tracks, he approached a locomotive, *into* ***which*** *he tossed the newspaper [adj. cl.]*. [1 ind. cl.]

10. He stood by the locomotive ***till*** *he finished the cigarette [adv. cl.]*; then after FLICKING the cigarette away, he climbed into the locomotive ***so*** *quickly* ***that*** *one might have concluded [adv. cl.]* ***that*** *he belonged there [n. cl.]*. [2 ind. cl.]

CHAPTER 6

Scoring for Chapter 6: Subtract **10** points from 100 for each fragment not corrected or not identified as being correct as written.

For this chapter's exercises, the answers are marked *OK* for complete sentences (not fragments) or provide **one** of several possible corrections for the items that are fragments. *Italics* mark corrections--i.e., changes and additions (particularly from a complete sentence).

FRAGMENT EXERCISE 1

11. OK

12. *However,* she had really enjoyed many of her classes in high school.

13. OK
14. *She had not taken any formal classes for twenty years* when she decided to enroll at the state college which was located near her home.
15. [See answer to 4 above.]
16. OK
17. *She was intimidated by the thought of taking classes because* college classes might be too difficult for her.
18. OK
19. *Even registering for classes strained her abilities and determination* because the college required placement tests and she was not mentally prepared for them.
20. OK

FRAGMENT EXERCISE 2

11. OK
12. *Enrolling in classes was difficult for her* since the college's terminology and procedures were unfamiliar to her.
13. OK
14. *To enroll in some classes, she had to get signatures from the instructors*, who were difficult to locate.
15. After she had finished all the required paperwork, *she decided to visit the library*.
16. OK
17. OK
18. *The library also overwhelmed her* because it was so large and contained so many books.
19. Although the library was appealing, *it was also threatening*.
20. OK

FRAGMENT EXERCISE 3

1. While Linda was walking across the campus on the first day of classes, *she watched other people*.
2. OK
3. Whenever she saw someone else walking her way, *she was very nervous.*
4. *However*, no one seemed to notice her.
5. OK
6. *She felt as if she didn't belong because* she seemed much older than the other students.
7. OK
8. *Later she began to relax* because she got used to the campus and nobody paid any attention to her.
9. OK
10. But when she entered her first class and sat down, *she began to worry all over again.*

FRAGMENT EXERCISE 4

11. OK
12. *Linda sat quietly at her desk,* waiting for the instructor to arrive and begin the lecture.
13. OK
14. *She was* a woman about Linda's age.
15. OK.
16. *She began by introducing herself* and describing the general subject matter of the course.
17. OK
18. Looking around at the relaxed expressions on other students' faces and worrying about having to catch up with them*, Linda began to fidget and lose tract of the instructor's explanation*.
19. [See answer for 8]
20. OK

FRAGMENT EXERCISE 5

1. *Then* the instructor began to explain her expectations of the students.
2. OK
3. OK
4. *So were* writing clearly and correctly on tests and written assignments and completing written assignments on time.
5. [See answer for 4]
6. OK
7. *The course required* studying at least two hours outside of class for each hour in class.
8. Her last warning, the one that seemed most important to her *was that they needed to study* much longer and harder than any of them had ever done in high school.
9. [See answer for 8.]
10. OK

FRAGMENT EXERCISE 6

11. OK
12. *She mailed all her Christmas presents by Christmas day*, though they usually arrived a couple of weeks later.
13. [See answer for 2.]
14. She got Christmas cards out by Valentine's day, a little later than she had intended.
15. *The cards* for some of her special friends *were* even later because she saved them till she had time to write them long notes about what she had been doing.
16. *Some things took so long that they never really got done*, like writing packing lists for vacations that have passed and buying fireworks a week after the Fourth of July.
17. [See answer for 6.]

18. [See answer for 6.]
19. [See answer for 10.]
20. Although being on time was really important to her*, she frequently failed to finish what she needed to do or got it done too late*.

FRAGMENT EXERCISE 7

11. Last summer, when Amanda planned a trip to the mountains with some friends*, she decided that they should try climbing a snowfield,* since they would be hiking in the snowy elevations of the mountains.
12. [See answer for 1.]
13. [See answer for 1.]
14. OK
15. *However, she had to take some extra time to prepare for the trip* so that they could climb safely.
16. While looking for the necessary safety gear, which cost a great deal of money, *she had to consider whether it was worth the cost*.
17. OK
18. OK
19. *Eventually, she led the group to the mountains with great expectations*, though their high spirits did not last as the trail that they had planned to take was closed because of early snowfall.
20. [See answer for 9.]

FRAGMENT EXERCISE 8

11. When Amanda started college the following fall, *she got a slow start with her studies* because she didn't buy the books until the third week of the term.
12. OK
13. [See answer for 1.]
14. OK.
15. *She often put off doing research for term papers*, since she should be able to easily find all the information that she needed on the Internet.
16. Her most disastrous decision, the one that really doomed her, *was* thinking that she would remember the information better if she studied just before the exam.
17. [See answer for 6.]
18. At the end of her life, her understanding friends *will forgive* her for her tardiness, as they attend her funeral, which they may even start on time.
19. [See answer for 8.]
20. All the time *they will remember* her as the late Amanda Wayton.

CHAPTER 7

Scoring for Chapter 7: Subtract **10** points from 100 for each sentence not corrected or not identified as being correct as written.

The answers in this section provide two of the possible corrections for each sentence. Important changes in phrasing are indicated by *italic type*. REMEMBER ALSO: Everywhere you can use a semicolon, you could also use a period and a new sentence. In most of those cases, a comma and a coordinating conjunction would also make sense.

RUN-ON EXERCISE 1

1. Frank thought that it might be time for a change of career *because* construction work seemed boring and unreliable. [**OR** . . . career; construction . . . .]
2. *When* he remembered growing up on the family farm, he really missed all the animals. [**OR** . . . farm and missed . . . .]
3. He didn't think that he had the stamina *or the financial investment necessary* to become a farmer. [**OR** . . . farmer; besides . . . .]
4. OK
5. *Although* he really did miss the animals, he didn't miss the long hours of work in the fields. [**OR** . . . animals; however, ...]
6. OK
7. Although some were raised to serve the family's needs, others were just pets. [**OR** . . . needs, *but* others . . . .]
8. *In addition to* cows, horses, llamas, sheep, goats, pigs, dogs, and cats, *they also had* chickens, ducks, geese, pheasant, and quail. [**OR** . . . cats; there . . . .]
9. *Although* he didn't take care of all the animals, the ones that he did care for were quite a challenge. [**OR** . . . animals, but . . . .]
10. OK

RUN-ON EXERCISE 2

11. *Although* Frank's sheep constantly had problems of one sort or another, there was one problem that he remembered very vividly. [**OR** . . . another, but . . . .]
12. *On one* dark and stormy night, it was time for the sheep to have their lambs. [**OR** . . . *When* it . . . night, it . . . .]
13. His sheep seemed to have an instinct for choosing the worst possible time for having their lambs *because* the weather always seems to be lamb-killing weather. [**OR** . . . lambs, *for* the weather
14. OK.
15. *After rounding* up the sheep and *putting* them in the barn, *White* had to dry off and warm up the chilled lambs. [**OR** . . .barn, and then . . . .]

16. His experience was almost the same as Frank's *because* Frank's sheep were no smarter. [**OR** . . .Frank's; Frank's
17. *Because* Frank's sheep were bred in late summer, five months later lambing time came between December and February. [**OR** . . . summer, so . . . .]
18. The name of one of Frank's lambs was Christmas, *which* tells when she was born. [**OR** . . . Christmas; the . . . .]
19. Since another was born on Martin Luther King's Day, you can guess what he was called. [**OR** . . . Day, *so* you . . . .]
20. OK

RUN-ON EXERCISE 3

11. OK
12. *Although* one of the lambs seemed to be doing fairly well, the other was not. [**OR** . . . well, but . . . .]
13. OK
14. *Because* the second one did not seem to be breathing, his father tried to resuscitate it. [**OR** . . .breathing, so . . . .]
15. OK
16. *Although* he worked for about twenty minutes, it was fruitless. [**OR** . . . minutes; however . . . .]
17. *Ever since* that lamb *had been* buried out in the pasture, Frank wondered how sheep in the wild could ever survive. [**OR** . . . pasture. Frank . . . .]
18. Those sheep needed so much help, *most of which* Frank and his family could provide. [**OR** . . . help, but . . . .]
19. OK
20. One time Frank called the vet to help a ewe that had difficulty in lambing, *and* without the vet's help Frank would have lost both the ewe and the twin lambs. [**OR** . . . lambing; without . . . .]

RUN-ON EXERCISE 4

11. OK
12. *Although* he realized that neither the job nor the study for it would be easy, he thought it would be rewarding. [**OR** . . . easy, but . . . .]
13. *When* he called the state university, he was disappointed to find out that the veterinary program usually took students six years of study. [**OR** . . . university *and was* . . . .]
14. The program required challenging science and medicine courses and was very expensive. [**OR** . . . courses, and . . . .]
15. OK
16. He started working toward his goal by searching for some financial resources *and by looking* at ways to cut his expenses. [**OR** . . . resources, and . . . .]
17. OK

18. The local community college offered many of the courses for the first two years of the veterinary program *at a cost that* was lower than the state university's. [**OR** . . . program, and . . . .]
19. OK
20. He cut back on his living expenses and cut back on his social activities *because* he was determined to reach his goal. [**OR** . . . activities, *for* . . . .]

RUN-ON EXERCISE 5

1. *Just after* Mia had graduated from high school, she was looking forward to attending the local community college with several of her friends. [**OR** . . . school, and she. . . .]
2. OK
3. *However, many of the friends who planned to go to college changed their minds*, making her feel deserted. [**OR** They made her feel . . . .]
4. Some of them went away to college, *although* others went to work instead of attending college. [**OR** . . . college, and others. . . .]
5. OK
6. OK
7. *Mia began college feeling rather lonely*, mainly because her closest friends were not with her. [**OR** *She felt lonely* because her closest . . . .]
8. OK
9. *At the beginning of the term, Mia's work load for her classes was* so difficult that she was glad at the end of the day when she fell into bed. [**OR** *It was* so difficult . . . .]
10. *She was* thankful that she had survived another day. [**OR** combine with sentence 9 above.]

RUN-ON EXERCISE 6

1. The amount of work that she had to do was so much more than she had had in high school; in addition, the teachers seemed to expect too much. [**OR** . . . school, and the . . . .]
2. OK
3. *As the term progressed, she began to adjust to the work load*, almost to the point that she felt as if she could cope with all the class assignments. [**OR** *She almost felt* . . . .]
4. OK
5. Then the bombshell blew her life to bits *when she heard that* her parents were getting a divorce. [**OR** . . . bits; her. . . .]
6. Her father just vanished *without saying* a word to her. [**OR** . . . vanished; he didn't . . . .]
7. *His leaving* made her feel terribly betrayed. [**OR** combine with sentence 6.]

8. *He had always been the* person who had always been there for her whenever she needed help or a sympathetic ear. [**OR** He had always been . . . .]
9. *Because* her mother didn't have any extra sympathy for Mia, she wouldn't even talk about what happened or why. [**OR** . . . Mia, *so* she . . . .]
10. *Her mother's silence* made Mia feel even more betrayed than she had felt before. [**OR** add to sentence 9: . . . why and made Mia feel even more . . . .]

RUN-ON EXERCISE 7

1. OK
2. *She felt as though her whole world was torn away*, as if she had to cope with a completely alien world. [**OR** *She felt* as if . . . .]
3. *She felt* as though nobody could help her cope with her emotional problems. [**OR** combine with sentence 2.]
4. OK
5. OK
6. *The next day she did end up in the counseling center,* arriving there feeling numb and somehow cut off from her surroundings. [**OR** *She arrived* there feeling . . . .]
7. She made an appointment *and returned the next day* to the counseling center to talk to the counselor, Ms. DeLuca. [**OR** . . . appointment, and the next . . . .]
8. *As* she poured out her story of desertion, Ms. DeLuca was very sympathetic. [**OR** . . . desertion, *and* Ms. DeLuca . . . .]
9. But she could not give Mia any pat answers *nor* tell her how to put her life back together. [**OR** . . . answers; she . . . .]
10. *However*, in some ways it was reassuring that someone cared enough to listen to her. [**OR** . . . In some ways . . . .]

RUN-ON EXERCISE 8

1. OK
2. Then the second bomb hit her, *her mom's desperate financial situation*. [**OR** Her mom's financial situation *was* . . . .]
3. *Because* her mom would not be able to pay Mia's tuition or expenses for the next term, it would be Mia's responsibility to pay for all her college expenses. [**OR** . . . term, so it would . . . .]
4. OK
5. OK
6. *Now she would have to find a job*, on top of the load of doing all the class work. [**OR** *Looking for a job would be piled* on top . . . .]
7. OK
8. *She needed a job that was nearby* since she didn't have a car and had to take the bus. [**OR** *She* didn't have . . . .]
9. OK

10. *There weren't many businesses close to her home,* although she knew that there had to be jobs at some of the new businesses near the college. [**OR** *However*, she knew . . . .]

RUN-ON EXERCISE 9

1. OK
2. Two large grocery stores *and two large drug stores* had opened recently. [**OR** . . . recently; there were . . . .]
3. *However*, "drug store" was probably the wrong term for businesses with such a large range of goods. [**OR** combine with sentence 2.]
4. Both of them sold much more than their name implied, everything from camping gear to motor oil. [**OR** . . . implied; they sold . . . .]
5. There were also several fast food enterprises *and three new theaters* in the area. [**OR** . . . area, and three . . . .]
6. One of *the theaters* could show as many as ten different films at the same time. [**OR** combine with sentence 5.]
7. Other *entertainment* businesses, a bowling alley and a skating rink, both attracted large numbers of customers. [**OR** . . . well; a bowling . . . .]
8. And even a new sports complex *was* rising just across the street from the college. [**OR** *There was* even a . . . .]
9. There was even a large computer shop, which offered sales, repairs, and hourly rentals of computers. [**OR** . . . shop; it offered . . . .]
10. OK

RUN-ON EXERCISE 10

1. *When* Mia applied for jobs at several of the stores, the managers didn't sound very encouraging. [**OR** . . . stores, but the managers . . . .]
2. Her school work continued to be difficult *because* her mind kept wandering off to her parent's divorce. [**OR** . . . difficult; her mind . . . .]
3. OK
4. *Each day, though, she kept busy with homework and with her job search*, stopping at a half dozen businesses every day to make sure she knew of every new job opening. [**OR** *She stopped* at . . . .]
5. OK
6. He was going to have an opening soon *because* an employee planned to move to another state. [**OR** . . . soon; an employee . . . .]
7. OK
8. *Mia had two big qualifications in the eyes of the shop owner*, her experiences in high school shop classes and her craft activities at home. [**OR** *Her qualifications were* her experiences . . . .]
9. *These experiences indicated* that she had both skill with tools and an eye for visual appeal. [**OR** .*Her qualifications, experience in high school shop and her craft activities, indicated* that . . . .]

10. OK

RUN-ON EXERCISE 11

1. OK
2. *She returned home that day happier* than she had been since the day that she heard about the divorce. [**OR** . . . for weeks, happier than . . . .]
3. *When* she told her mother about the job, her mother seemed to be relieved that Mia would be earning some money for her college expenses. [**OR** . . . job, and her . . . .]
4. OK
5. She still wouldn't have the money to pay for tuition *because* she wouldn't have received even one paycheck by that time. [**OR** . . . for tuition, *for* she wouldn't . . . .]
6. *After* she told her mother when the tuition was due, her mother was worried again. [**OR** . . . due, and her mother . . . .]
7. She *suggested to Mia that she* ask her Uncle Pete for a loan. [**OR** . . . suggestion; she said . . . .]
8. *When* Mia got up enough nerve to ask her uncle, *he said that* he was willing to help her. [**OR** . . . uncle, and he was . . . .]
9. OK
10. OK

CHAPTER 8

Scoring for Chapter 8: Subtract **10** points from 100 for each mistake.

LESSON 1

The answers in this section include the subject underlined and the **verb in bold type**. If additional words in the sentence help in determining the correct answer, they are included in square brackets.

AGREEMENT EXERCISE 1

1. Two weeks **was**
2. text **is**
3. knife **works**
4. Thirty pounds **is**
5. notice **was**
6. **are** books
7. Ninety cents **is**
8. **loom** trees
9. Lucia [or] Venita **has**
10. Everyone **likes**

AGREEMENT EXERCISE 2

1. Science [and] science **are**
2. Venita [nor] Hans **has**
3. Each **has**
4. Hans [or] classmate **is**
5. students **ask**
6. ten gallons **is**
7. Hans [and] classmates **were**
8. Hans [or] classmates **are**
9. student **knows**
10. **lie** books

AGREEMENT EXERCISE 3

1. Monday [nor] Tuesday **was**

2. girl **plays**
3. Some [of problems] **are**
4. hours **are**
5. Eighty dollars **is**
6. **are** books
7. Ten weeks **is**
8. Movie **was**
9. people **take**
10. crew **cares**

AGREEMENT EXERCISE 4

1. Hans [nor] Lucia **was**
2. All [of students] **read**
3. **are** rooms
4. Each **was**
5. Books [and] periodicals **provide**
6. Lucia **plays**
7. **are** books
8. Some [of friends] **live**
9. Lucia [or] parents **are**
10. Most [of students] **were**

AGREEMENT EXERCISE 5

1. fifty second **is**
2. Everyone **looks**
3. Coffee **cools**
4. May [or] June **is**
5. twenty pounds **is**
6. Venita [and] Hans **write**
7. **are** books
8. book [or] magazine **is**
9. Getting **is**
10. Venita [nor] Bill **knows**

AGREEMENT EXERCISE 6

1. **sit** notebooks
2. person **knows**
3. One **is**
4. Studying **is**
5. Everybody **is**
6. Hans [and] Bill **were**
7. **were** people
8. students [or] teacher **was**
9. One **has**
10. Fifty minutes **was**

AGREEMENT EXERCISE 7

1. **were** trophies
2. Each **represents**
3. one **is**
4. **was** book [or] pamphlet
5. Everyone **is**
6. Hans [or] classmates **have**
7. member **has**
8. **sits** computer
9. Two acres **is**
10. **sit** players

AGREEMENT EXERCISE 8

1. **were** chairs
2. One **has**
3. **sit** computer [and] printer
4. Each **has**
5. [every] player [and] coach **is**
6. **are** methods
7. It **doesn't**
8. **were** notebooks [or] pile
9. Three hundred pounds **is**
10. Preparing **takes**

LESSON 2

The answers in this section include the antecedent underlined and the **pronoun in bold type**. If additional words in the sentence help in determining the correct answer, they are included in square brackets.

AGREEMENT EXERCISE 9

1. members **their**
2. group **its**
3. group [acting separately] **their**
4. everyone **her**
5. someone **her**
6. group **it**
7. anybody **her**
8. someone **her**
9. Venita [and] Lucia **their**

10. one **her**

AGREEMENT EXERCISE 10

1. group **its**
2. Everyone **he**
3. One **him**
4. Some **them**
5. Venita [and] Lucia **their**
6. anyone **him**
7. everyone **him**
8. [Every] system, movement, level **its**
9. others **their**
10. one **his**

AGREEMENT EXERCISE 11

1. topics **their**
2. list **its**
3. originator **her**
4. members **their**
5. all [of the members] **their**
6. Hans [or] Bill **his**
7. topics **they**
8. topics **them**
9. five hours **it**
10. nobody **she**

The answers in this section include the subject *OR* antecedent underlined and the **verb *OR* pronoun in bold type**. If additional words in the sentence help in determining the correct answer, they are included in square brackets.

AGREEMENT EXERCISE 12

1. nobody **was**
2. Many **they**
3. each **his**
4. lobbying [nor] advertisements **were**
5. lobbying [and] advertisements **were**
6. everybody **was**
7. Bill [and] Hans **their**
8. [every] voter, legislator, lobbyist **was**
9. everybody **was**
10. more [than the five hours] **it**

AGREEMENT EXERCISE 13

1. material [and] support **were**
2. [students] who **were**
3. anyone **she**
4. group **its**
5. Bill [and] Hans **their**
6. instructor [nor] rest **was**
7. college **it**
8. tutors [nor] instructors **they**
9. parent [or] relative **her**
10. group **its**

AGREEMENT EXERCISE 14

1. **were** classes
2. someone **he**
3. most [of them] **their**
4. someone **his**
5. Bill [and] Hans **they**
6. Venita [or] Lucia **her**
7. Knowing **was**
8. others **they**
9. group [acting separately] **their**
10. Some [of them] [and someone implied] **they**

AGREEMENT EXERCISE 15

1. **were** jobs
2. list **was**
3. [students] who **were**
4. Mike **his**
5. One **his**
6. Everyone **is**
7. [Someone] who **knows**
8. Applicant **he**
9. crew **its**
10. enthusiasm [and] attitude **they**

AGREEMENT EXERCISE 16

1. students **their**
2. each **his**
3. others **they**
4. anyone **was**
5. others **their**
6. supervisor [and] employee **their**
7. each **was**
8. employees **them**
9. one **its**
10. one **was**

AGREEMENT EXERCISE 17

1. questions **them**
2. $9.50 **was**
3. 15 hours **was**
4. hours **were**
5. punctuality [and] reliability **were**
6. tardiness [or] absence **was**
7. tardiness or absence **it**
8. ability **was**
9. attitude [nor] questions **were**
10. interview **has**

AGREEMENT EXERCISE 18

1. employees **they**
2. Exhaustion [and] nervousness **were**
3. [details] which **were**
4. **were** questions
5. each **he**
6. crew **they**
7. $9.50 **it**
8. labor [and] effects **were**
9. [three] who **were**
10. relief **was**

CHAPTER 9

Scoring for Chapter 9: Subtract **10** points from 100 for each mistake.

PRONOUN EXERCISE 1

1. him
2. he, I
3. whoever
4. I
5. whom
6. who
7. his
8. I
9. who
10. whom

PRONOUN EXERCISE 2

1. me
2. his
3. his
4. whom
5. we
6. my
7. whom
8. I
9. I
10. I

PRONOUN EXERCISE 3

1. whom
2. his
3. she
4. her, me
5. whom
6. who
7. she
8. who
9. who
10. whom

PRONOUN EXERCISE 4

1. him
2. their
3. him
4. she
5. she
6. We
7. she
8. his
9. who
10. she

PRONOUN EXERCISE 5

1. her
2. I
3. me
4. she
5. I
6. who
7. she
8. my
9. whom
10. I

Answers in this section are just some of the possible ones. *The major changes are highlighted with italic type.*

PRONOUN EXERCISE 6

1. Scott told Waylan that *he was considering taking* the History of Western Civilization.
2. Scott told Waylan, *"I should probably enroll in the class."*
3. Scott was certain that he would enjoy the class, and *Waylan agreed with him*.
4. Waylan told Scott, *"Your father would be a good source of advice about the college classes."*
5. So Scott talked to his father about the college classes which *his father* had taken.
6. *Scott's father described* his favorite classes in college.
7. *Scott was intrigued by the fact that* his father had taken many history classes.
8. OK
9. *Scott's father was pleased that* Scott agreed to take Western Civilization.
10. Later Scott asked Waylan, *"Should I really take Western Civilization?"*

PRONOUN EXERCISE 7

1. Waylan had gotten his name on the waiting list for the class last term, *but the waiting* had been hard on him.
2. Although he wasn't allowed to enroll, Waylan had even bought the textbook*, a book which seemed* disappointing.
3. *Waylan explain this so long that he bored Scott.*
4. In the end Scott decided that he would postpone taking the class*; passing up the class this term* would be difficult for him.
5. *The registration process seemed really* difficult for Scott.
6. *After meeting Dick in registration line, Scott* complained about how long he had waited.
7. Dick thought that *the college* should have made the process quicker.

8. Scott couldn't get anyone else to listen to his complaint about registration; *people's lack of interest* was really frustrating.
9. While he was registering, he missed seeing a poster for a new class; *his inattentiveness* could have changed his life.
10. OK

PRONOUN EXERCISE 8

1. Scott told Dick, *"This class really sounds interesting."*
2. *Scott was particularly intrigued by the fact that* the class covered everything from the geological formation of the state to modern politics.
3. When the course was created, *the professors* decided to cover history in the broadest sense.
4. Scott finally told his Dad*, "This history class really appeals to me."*
5. OK
6. When the clerk rang up the book, *the register* read seventy-five dollars.
7. He thought that a book about Montana history should have been cheaper because *Montana's history* was relatively short.
8. *Other places* have histories that span thousands of years.
9. He felt that he had paid too much for his books; *Dick felt the same about the cost of his own books.*
10. At least the class helped Scott to understand *Montana* history, which he found useful later in life.

CHAPTER 10

The corrected verb forms are in *italic type*.

LESSON 1

VERB EXERCISE 1

Scoring for this exercise: subtract **5** points from 100 for each mistake.

51. *began, seen, taken*
52. *thought, flown*
53. *chosen*
54. *drove, driven*
55. *eaten*
56. *given*
57. *knew, gone*
58. *lain*
59. *fallen, began*
60. *become*

LESSON 2

VERB EXERCISE 2

Scoring for this exercise: subtract **5** points from 100 for each mistake.

1. business, was sent [correct] he *was* whipped up smartly . . . and made as fast as he possibly *could*.
2. it *was* weighed . . . cotton picking *was* known.
3. He *was required*
4. If it *fell* short, it *was* considered . . . he *had* been laggard . . . lashes *was* the penalty.
5. was [correct]
6. A slave who *was* accustomed . . . *was* punished, if he or she *brought* in
7. There *was* a great difference
8. Some of them *seemed* to have . . . which *enabled* them to pick . . . *were* utterly unable
9. Such hands *were* taken

VERB EXERCISE 3

Scoring for this exercise: subtract **4** points from 100 for each mistake.

1. hands were required [correct] . . . as soon as it *was* light . . . which *was* given them. . they *were* not permitted. . . until it *was*
2. moon *was* full, . . . times labored .[correct]
3. They *did* not dare . . . late it *was* . . . to halt *was* given
4. field *was* done, the baskets *were* "toted," . . . cotton *was* weighed.
5. he was [correct] . . .he *longed* . . . never *approached*
6. it *fell* short . . . *had* not *performed* [past perfect] . . . he *knew* that he *would* suffer.
7. he *had exceeded* [past perfect] it . . . master *would* measure
8. he *had* too little or too much, his approach to the . . . gin-house *was*
9. they *had* . . . they *were*
10. followed [correct] the whippings; . . . *were* carried away . . . contents *were*

VERB EXERCISE 4

Scoring for this exercise: subtract **5** points from 100 for each mistake.

1. this was done [correct], . . . day *was* not yet ended
2. then *had* to attend
3. One fed [correct] . . . another *cut* the wood . . . packing *was* all done
4. they *reached* the quarters
5. fire *was* kindled . . . corn *was* ground in . . . field *was* prepared.

6. All that was allowed [correct] them *was* corn . . . which *was* given
7. Each one *received*
8. That *was*

VERB EXERCISE 5

Scoring for this exercise: subtract **5** points from 100 for each mistake.

1. cabin was constructed [correct] of logs
2. The latter *was* altogether unnecessary
3. rain *drove* through them
4. The rude door *hung*
5. In one end *was* constructed
6. the horn was blown [correct].
7. slaves *arose, prepared* . . . *filled* a gourd . . . *deposited* their . . . and *hurried*
8. It *was* an offense
9. day *began*; there was [correct] no such thing
10. He *feared* he *would* be caught; he *feared* to approach . . . he *feared* . . . when he *lay* down . . . that he *would* oversleep

LESSON 3

Scoring for this lesson: subtract **10** points from 100 for each mistake.

VERB EXERCISE 6

1. College classes *have been taken* by Chamroeun for four terms.
2. She *was challenged* by basic skills classes in English and math in her first two terms.
3. Now nursing *is being studied* (by her).
4. Her program *will be finished* (by her) in two years.
5. In the meantime a great deal of study *is required* by nursing.
6. A large part of each day *is taken* by classes.
7. More time *is demanded* by clinical activities
8. Many more hours *have been spent* (by her) reading her texts.
9. Almost all of her time and attention *are required* by her studies.
10. Little opportunity for entertainment *is offered* by her income.

VERB EXERCISE 7

1. All Chamroeun's entertainment *has been replaced* by reading textbooks.
2. Her books *had always been purchased* (by her) at the college bookstore.
3. Her friends' books *are* usually *bought* (by them) there too.
4. Some disadvantages *have been had* by the bookstore.

5. The prices of the books in the bookstore *were* not *appreciated* (by her).
6. She *was* also *bothered* by the long lines at the cash registers.
7. But some help *is supplied* by the college bookstore.
8. The helpful clerks in the story *are liked* by her.
9. In addition, the books *were gotten* (by her) immediately.
10. Her books *can be read* (by her) right away.

VERB EXERCISE 8

1. Chamroeun *was told* about buying books from an on-line story by a friend.
2. She *was intrigued* by the idea.
3. This quarter some of her books *were bought* (by her) from an on-line store.
4. Two of the books *were being sold* by the on-line store at good prices.
5. The books *were received* (by her) several days later.
6. She *was deprived* of precious study time by the delay.
7. She *was disappointed* by one book.
8. An old edition of the book *had been sent* by the store.
9. Care *should be taken* (by students) in buying books.
10. A student *can be misled* by the advantages of buying books on-line.

LESSON 4

Scoring for this lesson: subtract **10** points from 100 for each mistake.

VERB EXERCISE 9

1. *were*
2. *had been*
3. *were*
4. *held*
5. *were*
6. *be nominated*
7. *had nominated*
8. *be placed*
9. *be added*
10. *had (just) done*

VERB EXERCISE 10

1. *were*
2. *had been*
3. *have*
4. *had been*
5. *had*
6. *had been*
7. *be hired*
8. *hire*
9. *be*
10. *be*

CHAPTER 11

Scoring for Chapter 11: subtract the indicated number of points for each mistake--an omitted punctuation mark, a mistakenly added punctuation mark, or incorrect punctuation mark.

LESSON 1

PUNCTUATION EXERCISE 1

Scoring for this exercise: subtract **8** points from 100 for each mistake.

1. [no punctuation needed]
2. dingy, foul-smelling
3. quickly, confidently.
4. dark, empty
5. sink, faucets, and
6. table; then
7. chemistry, math, and physics
8. happy, smiling
9. [no punctuation needed]
10. important, amazing

PUNCTUATION EXERCISE 2

Scoring for this exercise: subtract **7** points from 100 for each mistake.

1. friend, about his parents, about his grades.
2. work, too sleepy to help Chamroeun, but too talkative to shut up.
3. monotonous, depressing
4. experiment, checking figures, and writing
5. suspicious, peculiar
6. frustrated, weary.
7. [no punctuation needed]
8. figures, graph them to her satisfaction, or make
9. home, fell into bed, and slept
10. school, when she got home, and when she

PUNCTUATION EXERCISE 3

Scoring for this exercise: subtract **7** points from 100 for each mistake.

1. wearisome, frustrating
2. [no punctuation needed]
3. lab, checked out a computer, and
4. computer, the spreadsheet program, or
5. long, tiring
6. [no punctuation needed]
7. computers, calculators, and
8. quick, easy
9. screen, clicked on a few buttons, and
10. sigh, a big smile, and

LESSON 2

PUNCTUATION EXERCISE 4

Scoring for this exercise: subtract **6** points from 100 for each mistake.

61. her project, however, was
62. be, no doubt, many
63. course, which . . . chemistry, had
64. decided, nevertheless, to
65. class, even though enjoyable, was
66. Dr. Perez, who taught the class, had
67. [No additional punctuation is needed.]
68. Trung, an old high school friend, had
69. Watch out, Chamroeun, for
70. Tien, my oldest sister, had

PUNCTUATION EXERCISE 5

Scoring for this exercise: subtract **4** points from 100 for each mistake.

71. Tien, who . . . family, said
72. possible, Trung, that
73. Tien is, I think, very busy
74. And, no, she
75. Perhaps, Chamroeun, you
76. catalog (you . . . orientation) has
77. catalog (pp. 17-18) did
78. tutors--Scott, Setsuko, and Yuri--at
79. Their help--which was, she said, invaluable--was completely free to her.
80. asked, whenever she could, for

LESSON 3

PUNCTUATION EXERCISE 6

Scoring for this exercise: subtract **6** points from 100 for each mistake.

1. meeting room, they
2. No doubt, they
3. coming, however.
4. Ruiz, the student body president, finally
5. Tran, who was the treasurer.
6. [no punctuation needed]
7. James, who was late to the meeting.
8. students—Nacio, Marie, and Mike—were
9. March 8, 1999,
10. St. Louis, Missouri,

PUNCTUATION EXERCISE 7

Scoring for this exercise: subtract **6** points from 100 for each mistake.

1. As a result, the
2. wait, nevertheless, to receive
3. [no punctuation needed]
4. back, however.
5. Nacio, who called the company the second time, waited
6. topics—increasing income, reducing expenses, and record keeping—with
7. Springfield, Illinois, to meet
8. February 24, 1999,
9. [no punctuation needed]
10. recommendations (pp. 33-37) were

PUNCTUATION EXERCISE 8

Scoring for this exercise: subtract **3** points from 100 for each mistake.

1. United States, she
2. processes, she
3. [no punctuation required]
4. night, she . . . San Francisco, California; Denver, Colorado; and Santa Fe, New Mexico.
5. terms, which
6. August 27, 2001; January 2, 2002; and May 27, 2002.
7. September 24, 2001; January 2, 2002; March 25, 2002; and June 25, 2002.
8. system, which
9. schools--university, college, junior college, and community college--also
10. college; however, she

PUNCTUATION EXERCISE 9

Scoring for this exercise: subtract **3** points from 100 for each mistake.

1. choices, Yumiko
2. do, she
3. Naosuke, who . . . New York City; Mariko, who . . . Denver; and Michiko, who

4. friends--Naosuke, Mariko, and Michiko--were
5. San Francisco, Yumiko . . . San Francisco, which. . . climate, would
6. cities, he . . . December20, 1999, and January 15, 2000.
7. climate, although
8. Naosuke, although . . . Santa Fe, described
9. Washington, D.C.; Atlanta, Georgia; and New Orleans, Louisiana.
10. Yumiko, already . . . choices, asked . . . problem; nevertheless, she

LESSON 4

PUNCTUATION EXERCISE 10

Scoring for this exercise: subtract **4** points from 100 for each mistake.

1. understood, however.
2. Consequently, they
3. committee—Nacio, Marie, and Mike—but
4. help, Nacio
5. a month, the student council
6. services, they
7. April 19, 1999, and May 28, 1999, for
8. April 24, 1999, in Springfield, Illinois.
9. accountant, however, was
10. St. Louis, Missouri, to Springfield, Illinois, had

PUNCTUATION EXERCISE 11

Scoring for this exercise: subtract **6** points from 100 for each mistake.

1. afternoon, he discussed
2. issues, he had to talk several more times with the accountant, who was
3. question, he
4. When he finished, he was
5. done, they reauthorized the recommendations on May 24, 1999.
6. [no punctuation needed]
7. fall term, which began
8. procedures, he was also instructed to make a report to the student council by February 7, 2000, on
9. to implement, the treasurer
10. term began, all the plans for implementation were ready, and the student council

PUNCTUATION EXERCISE 12

Scoring for this exercise: subtract **4** points from 100 for each mistake.

1. life, many
2. reasons: the cost of tuition, job responsibilities, and
3. For example, Lawanna . . .school; she
4. school; her . . . history, art, and psychology.
5. Paris, France; Florence, Italy; and Madrid, Spain.
6. Shanique, who . . . studio, made
7. To Lawanna, [to prevent reading the two names as one] Shanique . . . hero, someone
8. knew, however, that
9. schools, but
10. June 15, 1981, ended

PUNCTUATION EXERCISE 13

Scoring for this exercise: subtract **3** points from 100 for each mistake.

1. herself, Lawanna . . . job, any job

2. dull, uninspiring jobs: answering . . . business, entering . . . bank, and
3. coworkers, she met Marvin, whose
4. after, [to prevent misreading] Lawanna. . . July 1, 1983, at
5. children, Lawanna
6. heroes: her Aunt Shanique, who . . . potter; Georgia O'Keeffe, who . . . Southwest; or Beatrix Potter, who
7. College, which . . . home, occasionally
8. husband, who . . . work, was . . . salary; however, he . . . Roseburg, Oregon, at
9. town, Lawanna . . . Miami, Florida.
10. daughter, she . . . illustrations

PUNCTUATION EXERCISE 14

Scoring for this exercise: subtract **6**points from 100 for each mistake.

1. in both hands, Alina stared
2. semester; in the last two . . . for three classes: math, English, and chemistry.
3. French, history, and music.
4. recent exams, about . . . upcoming exams, and about her
5. Almost unnoticed, Tonya
6. a taco, a salad, and a cup of coffee
7. After Tonya laid out her lunch, she
8. Alina, still staring off into space, told
9. an old, dear friend.
10. However, it was difficulty

PUNCTUATION EXERCISE 15

Scoring for this exercise: subtract **4** points from 100 for each mistake.

1. You know, Tonya, that I
2. Now that I'm in college, the
3. I feel like a frightened, abandoned little
4. classes--math, English, French, history, music, and chemistry--make
5. for me; however, I am
6. math, I . . . responsibilities: paying my bills, buying groceries, fixing dinner, doing the laundry, etc.
7. Consequently, I don't feel
8. When I . . . exam, my brain feels suffocated, and my
9. Well, I've had similar problems, Alina.
10. [No additional punctuation is needed.]

PUNCTUATION EXERCISE 16

Scoring for this exercise: subtract **3** points from 100 for each mistake.

1. Killeen, Texas; Columbus, Georgia; and Manhattan, Kansas.
2. years, though, I was able
3. However, when I . . . school, I still
4. services: academic counseling, a stress reduction workshop, and a test anxiety
5. helpful, the nicest part of it all
6. know, Alina, I . . . resources, particularly
7. department (you . . . school) offers
8. newspaper; if you wait a minute, I can
9. "Yes, here it is; the . . . days: November 29, 2001; December 5, 2001; and January 10, 2002."
10. "If you take my advice, Alina, you'll

CHAPTER 12

Try It Yourself!

1. She said, “Whenever I start a math exam, I am very nervous.”
2. “Whenever I start a math exam,” she said, “I am very nervous.”
3. “Whenever I start a math exam, I am very nervous,” she said.
4. She brooded, “I don’t know why it happens; maybe I feel unprepared.”
5. “I don’t know why it happens”; she brooded, “maybe I feel unprepared.”
6. “I don’t know why it happens; maybe I feel unprepared,” she brooded.
7. She asked, “When you begin an exam, do you have the same problem?”
8. “When you begin an exam,” she asked, “do you have the same problem?”
9. “When you begin an exam, do you have the same problem?” she asked. ponder

Scoring for Chapter 12 exercises: subtract **2** points from 100 for each mistake--an omitted quotation mark, a mistakenly added quotation mark, or placement of a quotation mark in the wrong order with other punctuation marks.

QUOTATION EXERCISE 1

1. Frederico had just said, “I quit!”
2. His friend Cesar told Frederico that he couldn’t just “quit.”
3. Cesar also told him, “Just be patient a bit longer.”
4. “If you keep working hard,” Cesar said, “it will eventually begin to make sense.”
5. “English is always difficult at first," said another friend, Lupe.
6. “But,” said Frederico, “I get so frustrated at not understanding . . . expects.”
7. Lupe gave Frederico this little pep talk: “I know . . . if you try.”
8. “Will you at least give it another try?” asked Cesar.
9. “If you want help," said Lupe, “I’ll help you. Will . . . give you a little help?”
10. Frederic admitted that he needed “a little help.”

QUOTATION EXERCISE 2

1. When Frederico agreed to continue working, his friends said, “Good choice!”
2. Where do you think he was taken by his “good choice”?

3. Lupe took him to the learning center . . . that said, “Writing Assistance Center.”
4. Frederico introduced himself and said, “I have . . . Spanish at home.”
5. The director . . . Lupe: “I am Efren Molinar. My native . . . you must be facing.”
6. “Where do I start?” asked Frederico.
7. “Well," said Efren, “we have several tutors. Some . . . as a second language.”
8. “Why did you say, ‘second language’?” asked Frederico.
9. “A second language is . . . from his or her parents,” explained Efren.
10. Frederico checked what Efren meant by saying, “So . . . dialect?”

QUOTATION EXERCISE 3

1. “That’s exactly right!” said Efren.
2. “Don’t think of your English as wrong,” he continued.
3. He said sympathetically, “Just think of college . . . for college and business life.”
4. When he . . . had to learn to listen “in a new way.”
5. He said, “You have to work hard at hearing . . . experienced speakers use.”
6. “Where can I find those people,” asked Frederico
7. “You can find them in many places,” the tutor explained; “some . . . programs.”
8. “Oh," said Frederico, “I remember listening to . . . Claudio Sanchez.”
9. “I have heard him too,” said the tutor.
10. Then the tutor . . . Claudio Sanchez: “First, . . . the two dialects of English . . . .”

QUOTATION EXERCISE 4

1. After the lecture Frederico said, "I guess I feel a little better now."
2. "It may not be as hopeless as I thought," he added.
3. Cesar said, "I hope we have given you a little encouragement."
4. Lupe suggested, "How about stopping in the cafeteria for a cup of coffee?"
5. Frederico said, "O.K., let's go," and Cesar agreed.
6. When they . . . , Frederico asked Lupe, "How did you decide to come to college?"
7. "Well," said Lupe, "that's a long story."
8. She said, "I had always wanted to go to college, and . . . when my children were small."
9. Then she told this story about . . . school: ". . . and . . . ."
10. "But I always knew," Lupe concluded this story, "that someday I would . . . here I am."

QUOTATION EXERCISE 5

1. Then Cesar asked, "Why were you so certain that you would return to college?"
2. "I just knew," she said, "that it was something that I had to do for myself."
3. "Has it been all that you expected?" asked Cesar.
4. "It's been just great!" she exclaimed.
5. "When you say 'just great,'" Cesar commented, "you make it sound . . . better than you expected."
6. She responded, "I am really having a wonderful time with the classes I'm taking."
7. "I have learned so much," she continued, "and it . . . accomplish."
8. "Do you have an occupation in mind that you are training for?" Cesar asked.
9. "Not right now," said Lupe.
10. "But," she went on, "I should decide soon . . . to finishing all my general requirements."

QUOTATION EXERCISE 6

1. Frederico then turned to Cesar and asked, "How about you? How did . . . college?"
2. "That's a long story too," said Cesar.
3. Lupe encouraged him, "Well, how about telling us?"
4. Cesar began his story by telling them, "I came to this country . . . time finding work."
5. "The only job that I could find, "he continued, "was one as a dishwasher in a . . . restaurant."
6. "The job was hard and did not pay very well," he said.
7. Cesar continued his story by explaining, "The owner . . . to working as a waiter."
8. "But how did you decide to begin college?" asked Frederico.
9. Cesar answered . . . by telling the following story: "The restaurant . . . classes . . . ."
10. Frederico summed up . . . by saying, "It seems as . . . a person has enough determination."

CHAPTER 13

Scoring for Chapter 13: subtract **10** points from 100 for each sentence not corrected or changed when it is already correct.

The following answers show some of the possible corrections. The sections in *italics* indicate the major additions or changes to correct sentences.

MODIFIER EXERCISE 1

1. OK
2. A new school can intimidate *first time* students.

3. Many students leave *behind* environments which they found comforting.
4. Some students, *having traveled half way around the world*, come to American colleges.
5. *In order to attend college*, these students often leave behind their large extended family, which provided them daily support.
6. When studying in America, *these students may receive some support from* their host families.
7. Host families cannot always comfort *or provide enough sympathy for* students who are homesick.
8. Sometimes extremely homesick, *they cannot do well in* their studies.
9. OK
10. Looking at her pictures of her family, *she realized how* sympathetic her mother looked.

MODIFIER EXERCISE 2

1. When *Yumiko was* only ten years old, her mother had nursed her through a terrible illness.
2. She wished *that right now* her mother could provide that same kind of comfort that she had provided.
3. *After she called* home almost every night, her sadness would lessen only slightly.
4. *With patient sympathy* her mother listened to her stories of missing them all.
5. OK
6. Not being able to eat, *Yumiko felt sickened* by the smells of the food.
7. *After the family had finished dinner*, she sometimes tried to apologize for her leaving the table.
8. But she felt that she could *never* adequately apologize for her rude behavior.
9. *Her infrequent eating* made her lose weight.
10. *Because she did not eat much food for* three weeks, she dropped fifteen pounds, which was too great a loss for her thin frame.

MODIFIER EXERCISE 3

1. Despite feeling quite weak, *she recognized that* college classes were a serious responsibility.
2. She felt an obligation *to her mother* to obtain good grades in her college classes.
3. *Her studies* strained her eyes, which often began to ache.
4. OK
5. At last *Yumiko began to appreciate* American meals, and dinner time became more pleasant for her.

6. Talking with other students from Japan, she began to feel that *with their support* she could overcome her problems.
7. *Her* listening very carefully and asking questions after class *made* the subjects clearer to her.
8. OK
9. Talking to her parents on the phone made her feel cheerful *more often than it used to.*
10. OK

MODIFIER EXERCISE 4

1. OK
2. For example, while watching a college commercial on TV, *Lawanna remembered her* old aspirations to do something with her life.
3. Her responsibilities *for her five children* had kept her at home with her family far more than she liked.
4. *Because the children needed* almost constant attention, she could not leave them to attend college.
5. *Since her children were now* over the age of twelve, Lawanna thought that *they* could take more responsibility for themselves.
6. *While somewhat worried about their reaction*, she was anxious to tell her husband and children that she was going to go back to college.
7. Although *her announcement came* as quite a surprise, her husband eventually accepted the news that she was going to return to college.
8. OK
9. *Because they didn't really understand how Lawanna's plans would affect them*, she had to explain that they would have to do more of the work around the house.
10. After *waiting* for many years, Lawanna would now have an opportunity achieve her dreams.

MODIFIER EXERCISE 5

1. *Before she actually began her courses*, she had many apprehensions about how well she would be able to do in college.
2. While *she attended* the college orientation, all the college's expectations of students were spelled out.
3. OK
4. He seemed to understand her situation because *he explained that* he had gone though similar experiences.
5. Speaking sympathetically, *he told them that he had* had many of the same difficulties when he had first attended college.
6. Although *she had been* quite nervous about beginning classes, he had managed to reassure her.
7. *Facing a whole new round of challenges* on the first day of classes, she began to worry about the expectations of her instructors.

8. *Being much older*, she felt quite out of place among the other students.
9. OK
10. Learning and appreciating new ideas, *she realized that* her dreams were finally coming true.

CHAPTER 14

Scoring for Chapter 14: subtract **20** points from 100 for each sentence not corrected.

LESSON 1: COORDINATION-SUBORDINATION EXERCISES

These answers provide one way using subordination to improve the sentences' construction. Other constructions may be just as effective. The words that are important for the new constructions are indicated in *italic type.*

COORDINATION-SUBORDINATION EXERCISE 1

6. *All three of Lawanna's classes* required a great deal of work.
7. She had decided to take some basic skills classes *because* she thought that they would be both helpful and relatively easy.
8. [See answer for 2.]
9. *Although* English was her favorite subject, the homework for that class was the most challenging.
10. *When* she finished her homework late at night, she was *usually* exhausted.

COORDINATION-SUBORDINATION EXERCISE 2

6. The college library, *which* was in the center of campus, provided desks for students to work at.
7. Lawanna like to study at the college library *because* the library was usually quiet.
8. [See answer for 2.]
9. She worked very well in the library, *although* some students seemed to waste time in there.
10. She tried to finish most of her homework at school *before* she went home to her family.

COORDINATION-SUBORDINATION EXERCISE 3

6. *Because* there were just too many distractions at home, Lawanna's found it hard to study there.
7. For example, *as soon as* she opened her books, her children would interrupt her.
8. *Although* they were old enough to take care of themselves, they wanted her constant attention.

9. *When* they interrupted her with some trivial problem, she would get angry with them.
10. [See answer for 4.]

COORDINATION-SUBORDINATION EXERCISE 4

6. Later, *after* Lawanna calmed down, she would feel guilty about being angry with her children.
7. She realized that they were just acting like normal children *who* need enough attention to thrive.
8. [See answer for 2.]
9. After she apologized for losing her temper, she would explain to them that she needed some quiet study time.
10. *Although* they would let her study in quiet for a while, they would soon forget and interrupt her again.

LESSON 2: PARALLELISM EXERCISES

These answers provide one way to use effective parallelism. Other constructions may be just as effective. The words that are important for the new constructions are indicated in *italic type.*

PARALLELISM EXERCISE 1

6. The library provided Lawanna a quiet place to study, a computer to search the Internet, many reference books *to consult*.
7. Although she finished her math problems in just forty minutes, *she worked* on her English assignment for more than three hours.
8. The lessons covered three topics: how to make sentence flow with parallel construction, how to keep perspective clear with proper subordination, and *how to motivate readers with* effective word choice.
9. The textbook contained explanations, examples, *and exercises* for each concept.
10. She read the explanations completely, compared the examples closely, and did the exercises *carefully*.

PARALLELISM EXERCISE 2

6. Lawanna also had to run several errands before she got home, *after they ate* dinner tonight, or *before she went* to school tomorrow morning.
7. She had to buy the family's food at the grocery store, pick up her husband's allergy medicine at the pharmacy, and *drop* off her children's books *at the county library*.
8. When she got home, she found that the children had left *toys on* the living room floor; dirty *clothes in* the hallway, and dirty *dishes in* the sink.

9. She thought about her options: yelling at the kids, quietly telling them to clean up, or just *ignoring* the whole problem.
10. She sighed as she thought that there was always time to do things for the rest of the family but *no time to do anything for herself*.

PARALLELISM EXERCISE 3

6. Lawanna completed her study skills, and she had finished the English assignment, so *she had only the math problems* to do at home.
7. The first two problems were a snap, the next two were a little more difficult, but *the fifth one really stumped her*.
8. While searching for some help in the text, she was interrupted by son *looking for* a baseball mitt, a husband *looking for* the TV listings, and a kitten *looking for* a dark corner.
9. She could keep her patience, or *she could let* it fly right out the window.
10. She had enough composure to take a deep breath, *to* close her eyes for a minute, and *to take* a brief break before returning to her studies.

PARALLELISM EXERCISE 4

6. She remembered that she loved her children, she loved her husband, and *she really liked the kitten*.
7. She made a promise to herself that she would take care of her important home responsibilities, she would spend as much time as possible on her studies during the week, and *she would devote* most of her time on Saturday to her family.
8. On Saturday they might like going on a picnic, visiting her cousin in Memphis, or *bowling* a few lines at the local bowling alley.
9. She realized that she should not dictate to her family what they could and could not do, nor *should they dictate to her*.
10. They needed balance between important priorities, compromise between conflicting desires, and *cooperation among family members*.

CHAPTER 15

Scoring for Chapter 15: subtract **2** points from 100 for each mistake--an omitted capital or a mistakenly added capital.

CAPITAL LETTER EXERCISE 1

1. After, I, Washington High School, I, Safeway, Detroit
2. But I, I
3. The, Mr. Rex, I
4. I, Christmas Eve, Christmas
5. So I, You
6. Then, I, New Year's Day, Rose Bowl
7. Then I

8. But I, I, You're
9. After I, I
10. His, Intertech International, Gateway, Compaq

CAPITAL LETTER EXERCISE 2

1. My, Sally
2. Last, Cascade Mountains
3. On Sunday, March, Snoqualmie Pass, Columbia River, Portland, Saturday, April
4. She, Douglas
5. She
6. She, Stellar's, Canada
7. She, Eastern Washington [recognized region name]
8. When I, Why, Eastern Washington
9. But, I, Puget Sound, Western Washington [recognized region name], Mom, Dad, So
10. That, Outdoor Survival, Spokane Community College

CAPITAL LETTER EXERCISE 3

1. My, Alice
2. She
3. She, California
4. Later, Plymouth Rock
5. She, Australian, German
6. She, Arabians, Tennessee
7. But, Texas, German
8. The, July, I
9. There's, I, I, Dad, I, Missouri River, I
10. I, State of Montana

CAPITAL LETTER EXERCISE 4

1. My, Kauai Community College
2. When, History of Hawaii
3. Those, Rodin's *The Thinker,* Arthur Miller's *Death of a Salesman*
4. It's, University of Hawaii, English
5. As, Queen's Medical Center, Punchbowl Street
6. I, Why
7. He, Don't, Gramma Suzie, She
8. I, So, Gramma's
9. Right
10. The, I, Parkinson's, AIDS

CAPITAL LETTER EXERCISE 5

11. In May, Memorial Day, Mike, Labor Day, September
12. He, French
13. Only, History of Western Civilization
14. Unfortunately, Smith Hall
15. The, Scientific Horticulture, Mike's, University of Washington.
16. His, Professor Miller, You, Bachelor of Arts
17. During, Mike, Uncle Joe's, State of Washington
18. The Maple Valley Highway, Mount Rainier National Park
19. The, White River, Muckleshoot Indian Reservation
20. These, Evergreen Construction Company, Thanksgiving

CAPITAL LETTER EXERCISE 6

11. When, Roosevelt High School, Venita
12. When, Seattle Pacific University, Ancient Philosophers, Existential Philosophy
13. Her, Judaism, Zen Buddhism
14. In, Islam, Mohammed, Sixth Century.
15. Her, Islam, Arabic
16. The, *Salam*
17. He, God

18. The, Islam, Koran, Islam, Moslems, God *Allah*, Arabic, God
19. Moslems, Ramada
20. This, Mohammed, Allah, Mecca, Medina

CAPITAL LETTER EXERCISE 7

53. Because Caitlin
54. She, Zoology, Maplewood High School, Toronto
55. She, Paul Hindemith
56. She, Canadian, Louis Applebaum, Robert Aitken
57. In, Canadian, Anne Murray, Celine Dion, English-speaking
58. Caitlin, University of Toronto
59. But, University of Victoria
60. The, UVic Orchestra (note *UVic* in the preceding exercise sentence), János Sándor, UVic Wind Symphony, Dr. Gerald King
61. The UVic Wind Symphony, Canada, Annual Western International Band Conference (*Annual* is a tricky part of this one), Seattle, Washington
62. There, UVic Jazz Orchestra, Hugh Fraser, Canada's

CAPITAL LETTER EXERCISE 8

63. Traveling, Pacific Coast, Ontario
64. In, British Columbia's
65. She, Stanley Park, Vancouver, Whistler Mountain, Winter Olympics, Paralympic Games
66. Thus, Toronto, Vancouver, Rail Canadian
67. When, Vancouver, Pacific Coach Lines, British Columbia Ferries, Vancouver, Vancouver Island
68. The, San Juan Islands
69. During, Vancouver Island, Swartz Bay
70. After, Victoria Bus Depot (building name), Douglas Street, University of Victoria
71. Her, UVic, University Drive, Wallace Hall
72. She, Mac Lauren Building, David Lam Auditorium

CHAPTER 16

TRY IT YOURSELF!

	NORMAL	**POSSESSIVE**
SINGULAR	student	student's
PLURAL	students	students'
SINGULAR	woman	woman's
PLURAL	women	women's
SINGULAR	class	class' **OR** class's
PLURAL	classes	classes'

	NORMAL	**POSSESSIVE**
SINGULAR	church	church's
PLURAL	churches	churches'
SINGULAR	dog	dog's
PLURAL	dogs	dogs'
SINGULAR	Charles	Charles' **OR** Charles's
PLURAL	Charleses	Charleses'

APOSTROPHE EXERCISE 1

Scoring for this exercise: subtract **7** points from 100 for each mistake.

1. Bill's
2. car's
3. instructors'
4. classes' . . . week's
5. OK
6. friends'
7. Aaron's
8. Mary's
9. Beth's . . . Doris's . . . instructor's quarter's
10. day's

APOSTROPHE EXERCISE 2

Scoring for this exercise: subtract **8** points from 100 for each mistake.

1. car's
2. shop's . . . motor's
3. mechanic's
4. Bill's
5. valves'
6. its [no apostrophe]
7. tires'
8. OK
9. friends' . . . mother's [advice]
10. parents'

APOSTROPHE EXERCISE 3

Scoring for this exercise: subtract **7** points from 100 for each mistake.

1. city's
2. students' . . . instructors'
3. college's . . . its [no apostrophe]
4. busses'
5. OK
6. backpack's
7. days'
8. professor's
9. the books' pages
10.

APOSTROPHE EXERCISE 4

Scoring for this exercise: subtract **8** points from 100 for each mistake.

1. union's
2. OK
3. loan's
4. OK
5. cars'
6. dealers'
7. dealer's
8. model's . . . Bill's
9. parents'
10.

APOSTROPHE EXERCISE 5

Scoring for this exercise: subtract **7** points from 100 for each mistake.

1. wasn't
2. couldn't
3. she'd
4. hadn't . . . they'd
5. I'm
6. don't . . . who's
7. can't . . . mother's
8. they'll
9. they're . . . I'd
10.

APOSTROPHE EXERCISE 6

Scoring for this exercise: subtract **8** points from 100 for each mistake.

1. OK
2. Let's
3. wasn't
4. she'd

5. she’d
6. We’ll
7. Classes’ll . . . won’t
8. didn’t
9. hadn’t.
10. She’d

APOSTROPHE EXERCISE 7

Scoring for this exercise: subtract **5** points from 100 for each mistake.

1. Ida's . . . day's
2. hadn't . . . films'.
3. today's
4. wasn't . . . didn't
5. film's . . . textbook's
6. didn't . . . students'
7. Gretchen's . . . didn't . . . films'
8. films' . . . library's
9. hadn't . . . instructor's . . . wouldn't
10. college's

APOSTROPHE EXERCISE 8

Scoring for this exercise: subtract **5** points from 100 for each mistake.

81. building's . . . day's
82. instructor's . . . psychologists'
83. Thursday's
84. didn't . . . Gretchen's . . . instructor's
85. instructor's . . . wouldn't . . . instructor's
86. wasn't . . . hadn't
87. day's
88. library's . . . Thomas's
89. Gretchen's
90. library's . . . hadn't

APOSTROPHE EXERCISE 9

Scoring for this exercise: subtract **5** points from 100 for each mistake.

1. hadn't . . . college's
2. hadn't . . . employer's
3. Doris's . . . I'll
4. She'd . . . sister's
5. she'd
6. wasn't . . . hadn't
7. college's . . . wasn't
8. textbooks'
9. she'd . . . wasn't
10. program's . . .don't . . . parents' . . . it's

APOSTROPHE EXERCISE 10

Scoring for this exercise: subtract **6** points from 100 for each mistake.

1. college’s
2. OK
3. she’d
4. I’ll
5. building’s . . . I’m
6. It’s . . . you’ll . . . area’s
7. couldn’t . . . floor’s
8. Let’s . . . we’ll . . . don’t
9. Here’s
10.

APOSTROPHE EXERCISE 11

Scoring for this exercise: subtract **6** points from 100 for each mistake.

91. Doris’s . . . clerk’s [idea]
92. didn’t
93. hadn’t
94. form’s
95. she'd
96. She'd
97. hadn't . . .desk's . . .closets'
98. years' . . . she'd
99. hadn't . . . apartment's
100. They'd . . . family's

APOSTROPHE EXERCISE 12

Scoring for this exercise: subtract **7** points from 100 for each mistake.

1. parents'
2. person's
3. hadn't . . . Doris's

4. parents'
5. They'll . . . it'll
6. I'll
7. government's
8. "It's . . .thinks it's our job
9. “I'll . . . term's
10. didn't . . . Doris's

APOSTROPHE EXERCISE 13

Scoring for this exercise: subtract **6** points from 100 for each mistake.

1. questions' . . . didn't
2. Internal Revenue Service's
3. she'd . . . form's . . . didn't
4. she'd . . . office's
5. office's counter. . . clerk's
6. Doris's
7. couldn't
8. That's . . . she's
9. you'll . . . she'll
10. clerk's

APOSTROPHE EXERCISE 14

Scoring for this exercise: subtract **5** points from 100 for each mistake.

1. form's
2. she'd . . . hadn't
3. I've . . . I'd . . . I'll
4. office's
5. What's
6. "I'm . . . I've . . . there's
7. student's . . . Doris's
8. he'd
9. "I've . . . don't . . . line's
10. didn't . . . she'd

APOSTROPHE EXERCISE 15

Scoring for this exercise: subtract **5** points from 100 for each mistake.

1. office's . . . didn't seem
2. Isn't
3. Doris's . . .don't . . . it'll
4. won't
5. I'll . . . Education's
6. Where's
7. office's . . . government's
8. she'd . . . site's . . . building's
9. computer's . . . site's
10. she'd . . . form's

CHAPTER 17

Most answers for Chapter 17 are in the dictionary. Answers for Exercises 8-17, however, are provided here.

LESSON 1

SPELLING EXERCISES 1-3

Scoring for these exercises: give yourself one point (and a pat on the back) for each word you can find in the dictionary. (These are really hard.)

LESSON 2

SPELLING EXERCISES 4-8

Scoring for these exercises: subtract **10** points from 100 for each wrong answer.

LESSON 3

SPELLING EXERCISE 9

Scoring for this exercise: subtract **4** points from 100 for each wrong answer.

11. whole, already, courses
12. Everyone, advice
13. counselor, advise
14. Anyone, affect
15. choose, chose
16. due, every one, except
17. accept, course, chose
18. anymore, breathe
19. any more, effect
20. all ready, a lot, do

SPELLING EXERCISE 10

Scoring for this exercise: subtract **4** points from 100 for each wrong answer.

11. envelop, further
12. any more, breath
13. all right, desert, break
14. coarse, site
15. break, holes
16. farther, sight, chose, dessert
17. anyone, except
18. clothes, already
19. chose, dessert, any one
20. close, hear

SPELLING EXERCISE 11

Scoring for this exercise: subtract **5** points from 100 for each wrong answer.

11. himself, have
12. farther, whole
13. compliment, clothes
14. are, sight
15. every one, complements,
16. are, here
17. capital, decent
18. here, ensure, everyone
19. envelope, capitol
20. break, capital

SPELLING EXERCISE 12

Scoring for this exercise: subtract **5** points from 100 for each wrong answer.

11. our, capitol
12. used, our, council
13. counselor, advise
14. decent, anymore
15. breath, accept, counsel, descent
16. consul
17. supposed, brakes
18. any more, every one, course
19. ensure, insure
20. cite, advice

SPELLING EXERCISE 13

Scoring for this exercise: subtract **4** points from 100 for each wrong answer.

11. breathe, counsel
12. Everyone, course, do.
13. cite, all ready
14. sight, whole, envelope
15. hole, clothes
16. anyone, farther
17. cloths, whole
18. have, except
19. clothes, are
20. course, envelope

LESSON 4

SPELLING EXERCISE 14

Scoring for this exercise: subtract **3** points from 100 for each wrong answer.

11. through, passed, two, presence
12. personal, knew, too
13. to, Where, you're

14. know, whether
15. stationary, loose, right, past
16. piece, where, led, their
17. were, whether, weather,
18. piece, steak, roll
19. Then, No, wear
20. quite, maybe, too

SPELLING EXERCISE 15

Scoring for this exercise: subtract **3** points from 100 for each wrong answer.

11. threw, no, whose, where
12. quiet, then, Principles
13. than, proceed
14. week, principal, too
15. they're, knew
16. have, role, you're, supposed
17. right, thorough
18. know, whether, quit
19. knew, to, do, peace
20. too, stake

SPELLING EXERCISE 16

Scoring for this exercise: subtract **4** points from 100 for each wrong answer.

11. two
12. write, off, precede
13. used, to, past
14. Maybe, who's
15. may be, right, your
16. know, used, to, too
17. through, they're
18. thorough, of, a lot
19. to, lose, used
20. too, weak, to

SPELLING EXERCISE 17

Scoring for this exercise: subtract **4** points from 100 for each wrong answer.

11. maybe, know, off, past
12. your, personal, whose
13. right, maybe, lead, of
14. There, personnel
15. roll, passed, to
16. know, whether
17. new, quite
18. used, principle, principal, role
19. maybe, who's
20. past, proceed

SPELLING EXERCISE 18

Scoring for this exercise: subtract **3** points from 100 for each wrong answer.

11. you're, of, new
12. Who's, lead
13. right, past, were, weather
14. No, weather, were, losing, wear
15. were, two, peace
16. too, to, write, too, to, two, weeks', week
17. Maybe, roll, all right, piece
18. to, know, quite, than, presents
19. know, presents
20. piece, personal, peace

LESSON 5

DICTIONARY EXERCISES 1-9

Scoring for these exercises: give yourself one point for each answer you can find in a college dictionary.

CHAPTER 18

CONCRETE WORK EXERCISE 1

CONCRTETE, ABSTRACT

1. Levi's 501s, clothing
2. Pork chop, nutrition
3. CBS Evening News, communication
4. English Composition learning
5. Hong Kong flu, disease
6. Riverside Apartments, structure
7. Accord, conveyance
8. Oolong tea, liquid
9. American English, communication
10. *American Heritage Dictionary*, book
11. Sky blue, color
12. Mom, person
13. Living will, paper
14. Mt. St. Helens eruption, bad thing
15. Senator Sanders, citizen
16. Safeway, commerce
17. Vacation lot, place
18. Migraine, discomfort
19. Criminal, bad
20. Nutritious, good

CONCRETE WORK EXERCISE 2

1. *Time* magazine, publication
2. Strut, go
3. Japanese lace-leaf maple, vegetation
4. Tacoma Community College, institution
5. Voyager, vehicle
6. Erect, produce
7. Professor, person
8. Dr. Anthony Fauci, healthcare professional
9. International orange, bright
10. *Spirit of St Louis*, aircraft
11. Nest, usefulness
12. Bagel, food
13. Londoner, human
14. Puget Sound, salt water
15. Granny Smith, nourishment
16. Interstate 5, way
17. Big Bang Theory, electronic medium

18. Lassie, pet
19. Pepsi One, beverage
20. Tarantula, crawling thing

INFERENCE EXERCISE

1. Sentence 3
2. Sentence 1
3. Sentence 1
4. Sentence 3
5. Sentence 1
6. Sentence 2
7. Sentence 3
8. Sentence 1

CHAPTER 21

PARAGRAPH EXERCISE 21-2 [NO SCORING]

The front door of the red	topic sentence, **topic**
house in Longbranch *must have*	*key concept*
been opened for many CHILDREN	*key concept (*CHILDREN
over the years. (2) *LITTLE FEET*	*MENTIONED)*
have cut a path from the play yard	directional link, **topic**
at the right of the **house**, across the	organizational sentence
grass, up the steps and over the porch	directional link, **topic**
to the front **door**. (3) On the **porch**	*key concept*
the path*, cut through the dull*	*key concept*, directional link
paint, is partly	*key concept*
blockaded by CHILDREN'S TOYS. (4)	transition,
To the right of the	*key concept,* **topic**
path, *sits a red and white*	transition, *key concept*
TRICYCLE with one lopsided wheel.	directional link, **topic**
(5) Also, a rainbow of brightly	**topic**, *key concept*
colored PLASTIC BLOCKS *arcs*	
across the path and the left half of	**topic**, *key concept*
the **porch**. (6) Moreover, the red	*key concept,* transition
paint has been *worn away* from	**topic**
the right side of the **door sill**, and	*key concept*
even some of the wood of the **sill**	directional link, **topic**, *key*
seems to *have been rubbed away*	*concept*
by the feet of the CHILDREN who	Topic sentence recalled, **topic**

have shuffled over it. (7) The screen of the screen **door** has been *pushed out of its frame by* *LITTLE HANDS.* (8) *DIRTY FINGERS have* also *left smudges* around the screen **door's** handle and around the doorbell. (9) The *FINGERS have made more smudges* on the glass of the narrow window on the right of the **door** as *THEIR OWNERS* have waited for someone to open the **door**.

APPENDIX C

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